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ABSTRACT

A project determined the external validity and generalizability of a staff development procedure for inservice secondary and postsecondary vocational instructors in the states of Kentucky, Virginia, and Wisconsin. Four secondary vocational and ten postsecondary schools participated in the project, which included 453 vocational instructors, 53 immediate supervisors of the teachers, and 5,777 students, representing at least one class of students for each participating teacher. Teachers, supervisors, and students completed optical scan forms related to professional pedagogical needs assessment and evaluation of instruction. Data were analyzed to determine whether there were differences among responses for survey participants from the three states in terms of instrument reliability, content validity, concurrent validity, utility validity, and relative costs. There were no differences among the three states for secondary and postsecondary pupils, teachers, and supervisors in terms of the reliability, concurrent validity, utility validity, and relative costs. There were differences among respondents from the three states in terms of the content validity of both instruments. (Seven appendixes--half the document--contain the two instruments, item-relevance data for both instruments, and evaluation of the instruments for secondary personnel.) (MN)

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ED199388

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers

by

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Preface

This is the report of a U. S. Office of Education grant to test the external validity of a set of instruments and a computerized feedback procedure for in-service secondary and postsecondary vocational pupils, teachers and supervisors in three states: Kentucky, Virginia and Wisconsin. As such, it represents the culmination of about eight years of research concerning the important areas of assessing the professional and pedagogical needs and the effectiveness of in-service vocational teachers as judged by teachers, supervisors and pupils.

Eight years of research by the members of the staff and graduate students at Minnesota Research and Development Center for Vocational Education has produced six different graduate student dissertations, two state project reports and numerous presentations at various professional vocational meetings both in the State and nationally. The focus of these efforts pertained to the general concept of improving the quality of instruction through a systematic staff development procedure for in-service secondary and postsecondary teachers.

It is believed that only through such a systematic procedure together with the close coordination of the expertise of teacher educators will it be possible to enhance the quality of instruction within the field of vocational education.

Acknowledgements

This project was only possible as the result of the cooperation of many dedicated vocational educators in the states of Kentucky, Virginia and Wisconsin. While it is not possible to personally acknowledge the contributions of the many secondary and postsecondary vocational students, teachers and supervisors in the three states, it is possible to identify and formally recognize the contribution of selected individuals within each of the three states, who assisted in coordinating the project activities.

The project staff wish to thank Mr. Arnold Wilson, EPD Coordinator from Kentucky and Mr. Roland Krogstad, State Department, EPD Coordinator from Wisconsin and Ms. Maud Goldston, State Department of Education, EPD Coordinator from Virginia for giving the permission and encouragement to conduct the project in their respective states.

We wish to express our appreciation to teacher educators, Dr. Carl Lamar, University of Kentucky and Dr. James Hoerner, Virginia Polytechnic Institute and State University for serving as a liason between the teacher education institutions and the participating secondary and postsecondary vocational administrators, teachers and supervisors in their respective states.

We also wish to take this opportunity to express appreciation to individuals who served cite coordinators for the project staff in each of the separate schools participating in the project and for devoting the time and effort to collect, sort and mail all of the forms to the project staff. In the state of Kentucky the coordinators were: Mr. B. M. Hatley, Ms. Joyce Logan and Mr. Paul Hammack, Regional Coordinator from Madisonville, Kentucky; Mr. John G. Corwin from Covington, Kentucky and Mr. W. L. Ford of Somerset, Kentucky.

In the state of Virginia, special recognition is given to the following on cite coordinators: Dr. Doug Warren, New River Community College; Mr. Robert H. Riley, Pulaski County High School; Dr. Donald Puyear, and Dr. Roger Beeker, Central Virginia Community College; Ms. Donna Orr, Hopewell High School; Mr. John Moore, John Tyler Community College; Mr. John Robin, Richmond Technical Center; and Mr. James E. Daniero, Richmond Career Education Center.

Special recognition is also given to the following administrators and local program coordinators for their cooperation and assistance in the conduct of the project in the state of Wisconsin. Mr. Eugene Cristiaansen, Indianhead Technical Institute; Mr. Kenneth Mills, Assistant Director, Gateway Technical Institute at Kenosha and the other coordinators, Mr. Richard Burton, Mr. Ed Kriz, Ms. Bernadette Becker, and Ms. Jan Campbell, Gateway Technical Institute Racine Campus.

It was a privilege to have had the opportunity to work closely with many dedicated professionals in the field of vocational education and without whose assistance a national project of this scope and complicity could not have been conducted.

Abstract

Vocational educators have recently become concerned with improving the quality of in-service secondary and postsecondary vocational instructions through a systematic process of staff development. The purpose of this report is to summarize the results of a National U. S. Office of Education project to determine the external validity and generalizability of a staff development procedure for in-service secondary and postsecondary instructors in the states of Kentucky, Virginia and Wisconsin. A total of four secondary vocational and ten postsecondary schools participated in the project which included 453 vocational instructors, 53 immediate supervisors of the teachers and 5,777 students representing at least one class of students for each of the participating teachers.

The design of the study required that each teacher, supervisor and pupil complete optical scan forms related to: (a) professional, pedogogical needs assessment and (b) Evaluation of Instruction. Data were subsequently analyzed and provided to each teacher, supervisor and school system in the way of a feedback notebook summarizing pupil, teacher data for both instruments and across all teachers and pupils for supervisor and school reports for participants within each of the three states. Additional analysis of the data were used to test a series of criterion questions relating to whether there were differences among responses of secondary and postsecondary pupils, teachers and supervisors for the three states on the professional needs assessment instrument and the evaluation of instruction instrument respectively in terms of instrument: (a) reliability, (b) content validity, (c) concurrent validity, (d) utility validity and (e) relative costs. The same validity and reliability criteria were used to test the psychometric characteristics of the needs assessment instrument and the evaluation of instruction instrument.

The findings and conclusions of the study as they relate to the two sets of instruments for both secondary and postsecondary pupils, teachers, and supervisors are presented first in terms of the needs assessment instrument and secondarily for the Evaluation of Instruction Instrument.

1. There were no differences among the three states for secondary and postsecondary pupils, teachers and supervisors in terms of the reliability of the needs assessment instrument. All total instrument and scale scores were r = .75 or above.

2. There were differences among the three states and for secondary and postsecondary pupils, teachers and supervisors in terms of the content validity of the needs assessment instrument as it relates to the perceived relevance of the task statement to a teachers current job responsibilities.

3. There were no practical differences among the three states in terms of the concurrent validity extent of agreement among the ratings of secondary and postsecondary pupils, teachers and supervisors in the professional needs assessment instrument. Almost all correlation coefficients among the sets of ratings were low. negative and non-significant.

4. There were no differences among the three states in terms of the utility validity of the needs assessment data in terms of accuracy and usefulness for helping teachers improve teaching practices and developing a plan of professional growth for secondary and postsecondary teachers and supervisors.

5. There were no differences among the three states in terms of the relative costs for implementing the program of staff development which could not be explained by the differing number of pupils, teachers and supervisors who participated in the project. Average costs per teacher/supervisor were $23.00 - $24.00

Evaluation of Instruction

Similar conclusions are reported for the validation criteria concerning the Evaluation of Instruction Instrument

1. There are no differences among the three states in terms of the reliability of secondary and postsecondary pupils, teachers and supervisors on the Evaluation of Instruction Instrument. All coefficients were .85 or above.

2. There were differences among the three states in terms of the proportion of items judged to be relevant to the classroom behaviors of

teachers, secondary teachers but seemed to have more content validity for postsecondary teachers and supervisors.

3. There were no practical differences among the three states in terms of the concurrent validity or the extent of agreement among secondary and postsecondary pupils, teachers and supervisors in terms of their ratings on the evaluation of instruction instrument. Few ratings were statistically significant and some were negatively correlated showing low agreement.
4. There were relatively slight differences among the three states in terms of the judgments concerning the utility validity (usefulness and accuracy) of the data provided secondary and postsecondary teachers and supervisors concerning the usefulness of the data for changing teaching practices and using the information for developing a plan for professional development.
5. There were no differences among the three states in terms of the relative costs for implementing the Evaluation of Instruction Instrument for secondary and postsecondary pupils, teachers and supervisors. The average costs were $23.00 to $24.00.

Recommendations for additional research were made together with procedural cautions which should be exercised in selecting and implementing a staff development procedure in one local school system.

Part I: Purpose

Purpose

This is the final report of the U. S. Office of Education funded project to test the external validity of a system of staff development for in-service vocational instructors in three states. This funded project was the result of three years of research initially conducted by the Minnesota Research and Development Center for Vocational Education located in the Department of Vocational and Technical Education at the University of Minnesota. The purpose of this report is to (a) provide a rationale and background to the particular approach taken to in-service staff development for vocational instructors, (b) describe the objectives and findings of the U. S. Office of Education project and (c) to suggest ways in which the concept of continuous professional growth and development of vocational education personnel can be further facilitated and further educational research be conducted.

The Problem

During the year 1977-78 a U. S. Office of Education grant was obtained by the Minnesota Research and Development Center for Vocational Education, University of Minnesota to further test the external validity of a system of staff development for secondary and postsecondary vocational instructors in three cooperating states: Kentucky, Virginia and Wisconsin. The justification and need for further research was based on the premise that in-service secondary and postsecondary instructors have had to historically rely on institutions of higher education to provide the necessary courses to meet certification and licensure requirements in order to maintain their teaching credentials, but that this process often times is (a) quite unsystematic, (b) does not make explicit a continuing concern for the professional growth of the individual instructors, (c) provides little if any feedback to individuals as to their professional needs or effectiveness as an instructor, (d) provides little information for staff development within vocational service areas or within a school and (e) qualitative decisions

about staff development for schools are often made on the bases of something other than valid and reliable data. In general then, the problem of a continuous, systematic plan for staff development for secondary and postsecondary vocational instructors was perceived as a problem of developing companion sets of valid and reliable instruments for assessing the pedagogical needs and effectiveness of in-service vocational instructors together with a set of data feedback reports for individual instructors, vocational supervisors, vocational service areas and for the total school. More will be said about the rationale and criteria for the system of in-service staff development for vocational instructors as perceived and tested in following sections of this report.

Purpose/Objectives

The purpose of the study was to determine if the instruments and proposed system of staff development for in-service secondary and postsecondary vocational instructors was shown to be equally valid, reliable, and useful for secondary and postsecondary pupils, teachers and supervisors of teachers for the participating schools in three states: Kentucky, Virginia and Wisconsin. In order to test the validity and reliability of the instruments, a series of specific, testable questions were posed with specific comparisons made by state and by secondary and postsecondary vocational personnel within and across all three states. By providing these types of data comparisons, it will be possible to assess the attributes of both the instruments and the general staff development procedures for each of the three states separately and in combination for participating secondary and postsecondary personnel. There are a total of five general objectives and subsequent criterion questions which are posed in order to assess the attributes of (a) the professional needs assessment instrument and (b) the evaluation of instruction instrument. The five general objectives are the same for both instruments. The five general objectives of the study relate to (1) reliability, (2) content validity, (3) concurrent validity, (4) utility validity and (5) relative costs. Each of the five objectives will first be assessed in terms of the needs assessment instrument and secondarily for the Evaluation of Instruction Instrument. Figure 1 shows the general strategy for presenting the funding in the report.

Figure 1

Objectives	Needs assessment						Evaluation of instruction					
	Secondary			Post secondary			Secondary			Post secondary		
	KY	VIR	WI3	KY	VIR	WIS	KY	VIR	WIS	KY	VIR	WIS
Reliability												
Content validity												
Concurrent validity												
Utility validity												
Relative Costs												

Reliability

General Objective #1

To determine the reliability of the professional needs assessment and evaluation of instruction instrument for secondary and post-secondary pupils, teachers and supervisors in three states.

Criterion Questions

a) Are there differences among the three participating states in terms of the reliability of secondary and postsecondary vocational pupils, teachers and supervisor responses to a professional needs instrument as estimated by Cronbach's alpha test of internal consistency?

b) Are there differences among the three participating states in terms of the reliability of secondary and postsecondary vocational pupils, teachers and supervisor responses to an instrument evaluation of instruction instrument as estimated by Cronbach's alpha test of internal consistency?

Content Validity

General Objective #2

To determine the content validity of the professional needs assessment instrument and evaluation of instruction instrument for secondary and postsecondary pupils, teachers and supervisors in each of three participating states.

Criterion Questions

a) Are there differences among the three participating states in terms of the proportion of secondary and postsecondary vocational pupils, teachers and supervisor ratings of the tasks on the professional needs assessment instrument as being relevant to the role of the teacher as estimated by the frequency and percent of tasks judged to be relevant to a teacher's role?

b) Are there differences among the three participating states in terms of the proportion of secondary and postsecondary vocational pupils, teachers and supervisor ratings of the tasks of the evaluation of instruction instrument as being relevant to the role of the teacher as estimated by the frequency and percent of tasks judged to be relevant to a teacher's role?

Concurrent Validity

General Objective #3

To determine the concurrent validity of the professional needs assessment and evaluation of instruction instrument for secondary and postsecondary pupils, teachers and supervisors in each of three participating states.

Criterion Questions

a) Are there differences among the three participating states in terms of the amount of agreement among ratings of secondary and postsecondary school pupils, teachers and supervisors of teachers on a professional needs assessment instrument.

b) Are there differences among the three participating states in terms of the amount of agreement among ratings of secondary and postsecondary personnel on an evaluation of instruction instrument.

Utility Validity

General Objective #4

To determine the utility validity of the professional needs assessment and evaluation of instruction and instruments for secondary and postsecondary vocational pupils, teachers and supervisors in each of three participating states.

Criterion Questions

a) Are there differences among the three participating states in terms of the ratings of secondary and postsecondary teachers and supervisors as to the utility or usefulness of the computer feedback printouts of professional needs assessment tasks for accurately assessing their needs and planning a program of professional improvement.

b) Are there differences among the three participating states in terms of the ratings of secondary and postsecondary teachers and supervisors as to the accuracy, utility and usefulness of the computerized feedback of the evaluation of instruction instrument for planning a program of professional improvement.

Relative Costs

General Objective #5

To determine the relative costs of administering the professional needs assessment instrument and the evaluation instruction instrument for secondary and postsecondary vocational pupils, teachers and supervisors in each of three participating states.

Criterion Questions

a) Are there differences among the three participating states in terms of the relative costs for implementing the professional needs assessment instrument for secondary and postsecondary vocational students, teachers and supervisors.

b) Are there differences among the three participating states in terms of the relative costs of implementing the evaluation of instruction instruments for secondary and postsecondary vocational students, teachers and supervisors.

Operational Definitions

Reliability for the Professional Needs Assessment and Evaluation of Instruction Instrument for secondary and postsecondary pupils, teachers and supervisors within the three states was tested using Cronbach's alpha test of internal consistency. This represents the most conservative test of the reliability for judging the performance of a teacher on both the needs assessment and evaluation of instruction instruments for secondary and postsecondary instructors in each of three states. If the data show that the instruments and ratings of pupils, teachers and supervisors have high reliabilities for each of the three participating states, then other interpretations about validity can be made with a reasonable degree of confidence.

The content validity of the professional needs assessment instruments and the evaluation of instruction instruments was estimated by the proportion of pupils, teachers and supervisors who rated the tasks listed on the instruments as activities that were perceived to be part of the instructor's responsibilities and therefore should be expected to perform this task. This represented one way to assess the relevance of the items to the professional responsibilities of each instructor. It is estimated that not all instructors are expected to perform all tasks in their

current teaching situation, but if the instruments are to be used for communicating staff development needs, then there must be some agreement on the tasks which all teachers are expected to perform.

Concurrent validity was estimated by the extent to which there was agreement among the ratings of pupils, teachers and supervisors on the need for teachers to improve on certain tasks which were perceived to be related to the instructor's job for both needs assessment and teacher effectiveness instruments. It was reasoned that if there was high agreement among the three groups of raters, then one could be reasonably confident that the ratings were consistent and accurate. On the other hand, if there was little agreement among the raters, it may indicate that (a) each group of raters has a different perception of the responsibilities and capabilities of the teacher or (b) there is a need for a continuous assessment procedures to better clarify and communicate these differences among the relevant groups.

Utility validity represents a global assessment of the extent to which the specific computerized feedback of the item ratings of pupils, teachers and supervisors would assist the teacher in making qualitative improvements in teaching and/or in developing a more realistic plan for continued professional development. In general, this represented an attempt to assess the usefulness of the data and the computerized feedback procedures as a useful technique for improving teaching and/or developing a program of professional improvement.

The relative costs of the staff development procedure used in this study was estimated by the total cost for participating in the project if the schools or states would have to finance it themselves or purchase the services from the University of Minnesota. Costs would include, (a) purchasing instruments, (b) scoring of instruments, (c) computer costs for feedback reports, (d) 3 ring feedback notebooks, (e) identification lables costs and (f) costs for envelope packets for pupils, teachers and supervisors. Developmental costs would not be included in these estimates. It should be noted that other costs (e.g., mailing transportation, secretarial assistance) are variable costs and not included in these estimates. Also these costs are estimates based only on the number of completed forms received and analyzed.

The estimated costs include the following items together with the per unit cost of each item.

a.	Teacher/supervisor background information forms.	.05 each
b.	Scoring background information form.	.25 each
c.	Evaluating instruction forms	.05 each
d.	Scoring evaluation of instruction form.	.25 each
e.	Teacher/supervisor professional need assessment forms.	.05 each
f.	Student needs assessment forms.	.05 each
g.	Scoring teacher, supervisor pupil forms.	.25 each
h.	Computer feedback costs ($15/mi.-app. 1 min.).	
i.	Teacher/supervisor identification tables.	.02 each
j.	Teacher/supervisor/student packet envelopes.	.15 each
k.	soft cover feedback costs (optional).	2.00 each

Table 1 shows the procedure that will be used to present the data for each of the five objectives and to provide answers to each of the criterion questions. As implied by Table 1, each of the major objectives and criterion questions will be presented and discussed for the professional needs assessment instrument for only the secondary students and secondarily for postsecondary vocational personnel for each of the three participating states.

Similarly, the second part of the report will present data related to each of the five general objectives and the subsequent criterion questions for the evaluation of instruction instrument.

In summary then, data for each of the five general objectives and the criterion questions is presented and discussed first in terms of the professional needs assessment instrument for secondary and postsecondary pupils, teachers and supervisors. A second part of the report deals separately with the same five general objectives and criterion questions as they relate to the evaluation of instruction instruments. The last portion of the report is devoted to summary conclusions, implications and recommendations. It is necessary to divide the findings of this report into these sections because of: (a) the number of criterion questions, (b) the volume of data and (3) each set of instruments could be used separately or in combination with each other.

Methodology: Part II

Rationale for Staff Development

As has been suggested, improving the quality of inservice vocational teachers has been traditionally the major concern of: (a) state department of vocational education and (b) vocational teacher training programs. The state department is concerned that each teacher meet the certification and licensure requirements which typically include some number of years of related work experience, and some amount of professional methods of teaching instruction. The exact requirements established are set forth in each state plan for vocational education and may differ by state.

Teacher training institutions on the other hand have been concerned for the inservice of vocational teachers from the perspective that it is believed that each inservice vocational instructor needs some amount of formal instruction concerning methods of teaching such that improvements in teaching practices can reasonably be expected. Thus, the concern of teacher training institutions is to deliver instruction to inservice teachers who need and can benefit from such instruction.

Historically, these organizations were the only agencies which had primary concern for inservice vocational instructors with the exception of the employing institution. For the most part, employing agencies hires teachers and are responsible to insure that teachers meet state certification and licensure requirements, but for the most part, do not have a systemmatic way to provide staff development for: (a) individuals, (b) for department staff (i.e., HE, Bus, Ed., Ag, T & I, Health, etc.), or (c) for the total school in general. It is the perception that a empirical procedure, using valid and reliable instruments and procedures, can be used that will be of value in planning a staff development for all inservice vocational personnel at each level within an institution beginning first with individual teachers.

The procedure used in this study is based on several important assumptions:

1. Staff Development is primarily enhanced through the process of communications; communication of teachers/pupils and supervisor teachers.

2. Communications are further enhanced when pupils, teachers and supervisors are using comparable, valid and reliable information.
3. In-service teachers can improve only when they and others can agree on various strengths and weaknesses and areas in which improvement in practice can be made.
4. A hard copy feedback of valid and reliable data will help teachers and other concerned individuals to assist teachers to improve teaching practices.
5. Valid and reliable data can be otained from teachers, pupils, and supervisors such that these same data in aggregate form can be used for planning by: (a) individual teachers, (b) vocational service areas, and (c) by the total school.
6. Professional needs assessment can identify the needs of teachers and assist to improve teaching and professional practices and evaluation of instruction can assess the effectiveness of the classroom behavior of a teacher.

In summary then, staff development is perceived as a process of communicating specific professional needs and capabilities of teachers to students, supervisors and school administrators such that valid plans for the continued growth and development of each teacher department and school system can be facilitated through obtaining valid, reliable information on a common set of relevant teaching tasks. The problem was therefore perceived as one of developing and validating a set of relevant teaching tasks which teachers either are now performing or may be expected to perform in the future and then to provide a computer feedback of these data to teachers, supervisors and school administrators to facilitate the process of self and internal assessments pointing out relative strengths and weaknesses of individual teachers and for the aggregate of teachers in an instructional unit or the total school. Thus, comparable ratings were obtained for secondary and postsecondary pupils, teachers and supervisors of each teachers' professional needs and evaluation of instruction instrument within the three participating states.

Instrumentation

Needs Assessment Instrument

The development of the professional needs assessment and evaluation of instruction instruments were based on a comprehensive review of literature. The most comprehensive, validated listing of professional competencies needed by in-service teachers was the list developed by Cortrell, et. al. (1971) and Norton, (1975) at the National Center for Vocational Education. These competencies were subsequently factor analyzed into 100 concepts and later translated into individualized teaching modules. Thus, modified professional, pedagogical needs assessment instrument based on the competencies similar to those included in the 100 Ohio State University teacher training modules had the advantage of potentially delivering in-service training to teachers either by groups (teacher education credits) and/or individualized instruction based on the needs assessment data.

The instrument was designed to accomplish three purposes: (a) to identify the competencies which are perceived to be a part of the teacher's job, (b) to identify the competencies in which there is the greatest and least need to improve teaching skills and (c) to provide teachers the opportunity to select tasks which may or may not be related to their present job and at which they would like to become more competent for either self improvement or an advanced degree program. The needs assessment instrument contains 110 competency statements divided into 11 sub scales which include the competencies contained in the 100 Ohio State University CBE modules as well as other selected competencies not included in the 100 modules. The instrument was perceived as representing a universally accepted set of competency statements appropriate for secondary and postsecondary vocational instructors regardless of degree status or immediate or long range professional goals. The items were designed to be scored by optical scan equipment. The instrument was first pilot tested by Geigel, (1972) and by Duffy, (1974) in five postsecondary and secondary institutions in Minnesota respectively. Based on these data, the items were revised to create the 110 item needs assessment instrument for teachers and supervisors used in the USOE study.

The student needs assessment instrument consisted of a total of 40 items (2-4 items) purposefully selected from each of the eleven scales of the 110 item teacher and supervisor instrument. The purposive selection was based

on those items or tasks performed by a teacher which were most easily observed and judged by students as being performed by a teacher. The needs assessment procedure, therefore, consisted of a 110 item instrument completed by each teacher and immediate supervisor of a teacher and a 40 item instrument completed by each member of at least one class of students taught by a teacher.

Evaluation of Instruction Instruments

Two procedures were used to develop the evaluation of instruction instrument which assessed the classroom behaviors of secondary and post-secondary vocational instructors: (1) a comprehensive review of literature relative to evaluating the effectiveness of teachers and obtaining and reviewing samples of teacher evaluation items and (2) pilot testing and subsequently revising the items based on pilot testing it in five secondary, (Isasson, 1974), and four postsecondary institutions, (Allen, 1972), respectively.

The results of these activities produced the development of 37 item instrument designed for optical scan scoring of the ratings by teachers, students and supervisors of the classroom behaviors and performance of each teacher. Students, teachers and supervisors each rated the teachers on each of the 37 items. All students in at least one class taught by a teacher was rated by each member of the class, the teachers rated themselves and the supervisor completed one form for each teacher they supervised.

Administration Procedure

The rationale for the study suggests that staff development is brought about largely through a process of self assessment and communication of strengths and weakness of an instructor as judged by pupils, teachers and immediate supervisors ratings of a set of items which are believed to produce valid and reliable ratings of a teacher's performance. As such, it is, therefore, both necessary and desirable to obtain judgment ratings from three different sources, namely, students, teacher self assessments and immediate supervisors. By obtaining three different perspectives of a teacher's performance, it is likely that more realistic and valid assessments are made which will more likely assist teachers to be better able to develop a personal plan for continuous professional growth and development.

Two sets of three instruments were administered to teachers, pupils and immediate supervisors during a one week period of time in the participating secondary and postsecondary instructional personnel in each of the three states: Kentucky, Virginia, and Wisconsin. In all instances, the administrators of the participating secondary and postsecondary schools agreed to participate in the study and established a time at which the project staff could explain the purpose of the project, the procedures to be used. Prepackaged sets of both sets of instruments for teachers, supervisors, and students were distributed. Each teacher was assigned a unique code number specific to that teacher, school and state. Packets of instruments were distributed to teachers and supervisors by the name, but computer returns were provided to them only by code number.

The teacher packet contained a personal biographical data form, a teacher needs assessment form and 20 student needs assessment forms (one for each student in the class). Teachers were asked to complete the biographical form and the needs assessment form using only their unique code number for identification. Similarly, teachers were directed to distribute the 40 item student needs assessment form to at least one class of their students and showing the student the unique teacher code number to be used when completing the form. Students were then asked to use the unique teacher code number provided and then after reading the directions, respond to all items on the form. Once students completed the forms, a student collected all the completed needs assessment forms, put them into a separate envelope, sealed it and delivered it to the central office. The teachers forms were completed and returned similarly to the central office.

Supervisor Forms

The supervisor also received a packet of forms containing: (a) a biographical form, and (b) a professional needs assessment form for each teacher for whom they were responsible for providing supervision. They were instructed to completely fill out the form for each teacher under their direct supervision and when all forms were completed, they were to be returned to the central office. Each supervisor was designated a unique identification code number which was included on each of the forms completed and was also provided a list of the teachers for whom supervision was provided together with the teacher code number. Supervisors were asked to

include their unique code number and as well as the code number of the specific teacher being rated on each of the completed forms for each teacher.

Evaluation of Instruction

In a similar way, teacher packets containing: (a) the biographical information form, (b) a teacher self assessment form, and (c) 20 student evaluation of instruction forms (enough for at least one form for every member of the class). The process for administering, coding, completing and collecting the forms was exactly the same as those used for the needs assessment procedure.

A similar procedure was used for the supervisors. Each supervisor received a packet containing enough Evaluation of Instruction forms for each teacher for whom they had immediate supervisory responsibilities. Using their unique supervisor code number and the unique teacher code number, supervisors were directed to complete an evaluation of instruction form for each teacher they supervised. Upon completion, the completed forms were placed in a sealed envelope and delivered to the central office.

Collecting the Forms

Within each of the three participating states and within each school, an individual teacher or teacher educator was responsible for collecting the sealed envelopes for both the needs assessment and the evaluation of instruction forms for students, teachers, and supervisors at the participating secondary and postsecondary institutions. Once they were collected, separate boxes of needs assessment and evaluation of instruction materials were sent to Minnesota Research and Development Center for: (a) optical scan scoring, (b) editing, (c) correcting, and (d) analyzing the data.

Data Analysis

The Control Data Ciber 74 computer was used to analyze all the data using: (a) the SPSS computer package, and (b) specially developed programs to analyze and provide computer feedback on a preprinted form for each: (a) teacher, (b) supervisor, and (c) school. The analysis procedure computed frequency and percentage data, mean scores for scales and total test instruments for both the needs assessment form and evaluation of instruction form. Student data for the needs assessment and evaluation of

instruction form were presented in aggregate form for each teacher. Data from pupils were provided for each teachers and aggregated across teachers for the supervisor report.

Data were analyzed separately for each of the three participating states and were aggregated across all states in order to provide summary data with respect to the overall findings of the study for each of the five objectives.

Scoring Data

A private Minneapolis firm (INTRAN) was contracted to read and score the optical scan forms for students, teachers and supervisors for: (a) the three needs assessment instruments, (b) the three evaluation of instruction instruments, and (c) the biographical forms.

A unit record for each teacher was created which included: (a) biographical data, (b) the teacher and student needs assessment data, (c) the teacher/pupil evaluation of instruction data. Data files were created for each teacher based on their unique identification code.

Similarly a supervisor unit record was established for each teacher rated by a supervisor again using the unique code number for the supervisor and the unique code number for each teacher. This was done for the purpose of providing each supervisor with a feedback of their ratings for each teacher supervised as well as aggregate data for all teachers supervised in their program area. Pupil data were aggregated for each teacher and summarized across teachers for the supervisor report.

Sample

The sample consisted of all vocational teachers and supervisors and at least one class of students for each vocational teacher in a total of eighteen secondary and post secondary schools in three states: Kentucky, Virginia, and Wisconsin. The administrator within each of the participating schools requested that all teachers and supervisors volunteer to participate in the project, but they had the option of not participating if they wished. Thus, the operational definition of the sample consisted of all teachers and supervisors and at least one class of students who volunteered to participate in the study within four secondary and ten postsecondary schools in three states.

Table 1 shows the number of secondary and postsecondary schools and the average class size for each school within the three participating states.

Table 1

Number of Participating Secondary and Postsecondary Schools and Average Class Size for Three States

	KY	Average class size	VA	Average class size	WI	Average class size	Total	Class average
Secondary	2	16	4	13	2	17.5	8	15.5
Postsecondary	0	12.5	3	13.3	3	17.2	6	14.3
Secondary/Post-secondary	4*		0			0	4	

* Included as postsecondary except for Tables 1 and 2.

There were a total of 18 secondary and postsecondary schools participating in the study for the three states, two secondary and four postsecondary schools in Kentucky; four secondary and three postsecondary (community college) in Virginia; two secondary and three postsecondary in Wisconsin. The average numbers of students within each secondary school and post-secondary school was about 15.5 and 14.3 respectively. Wisconsin seemed to have, on the average, larger size classes of students than the other two states.

Table 2 shows the total number of teachers, supervisors and pupils who volunteered to participate in the study within each of the three states and in total. Table 2 shows that a total of 145 and 308 secondary and post-secondary teachers participated in the study respectively as well as 53 secondary and postsecondary supervisors. Twenty-one supervisors were at the secondary level, 19 at the postsecondary level and 13 were supervisors of both secondary and postsecondary teachers. A total of 5777 students participated in the study; 2425 at the secondary level and 3352 at the postsecondary level.

States differed with respect to the number of teachers, supervisors, and pupils who participated in the study. This in part reflects the differences in the administrative structure and emphasis in vocational

Table 2

Number of Participating Teachers (T), Supervisors (S), and Pupils (P)

	Kentucky			Virginia			Wisconsin			Total		
	T	S	P	T	S	P	T	S	P	T	S	P
Secondary	50	7	1096	64	10	778	31	4	551	145	21	2425
Postsecondary	102	0	794	78	6	876	128	13	1682	308	19	3352
Secondary/Post-secondary	0	13*	0	0	0	0	0	0	0	0	13	0

* Included as postsecondary in subsequent tables.

education among the three states. The emphasis on vocational education in Kentucky is at secondary level; in Virginia, vocational education is at the secondary level and at the postsecondary level is located in community colleges; in Wisconsin, vocational education at the secondary level is located in comprehensive secondary school programs with postsecondary being provided by specialized postsecondary institutions. Table 3 shows the number of male and female teachers at the secondary and postsecondary schools in each of the three participating states.

The average percent of the total male and female teachers across the three states was about 52% males and 48% female teachers at the secondary school level and 61% male and 39% female teachers at the postsecondary school level. In general, the sample of teachers included slightly more than one half males and slightly less than one half female teachers. The proportion of male to female teachers participating in the study in each of the three states were about the same; slightly more than one-half were females except for secondary school instructors in Kentucky where a majority of the instructors, 52.0% were female and 48.0% were male.

Table 4 shows the distribution of secondary and postsecondary instructors for each of the three participating states and in total by vocational field.

A total of 145 secondary and 308 postsecondary instructors representing nine different vocational fields participated in the study. The areas of:

Table 3

Gender of Participating Teachers

Key: % (N)	Kentucky		Virginia		Wisconsin		Total	
	M	F	M	F	M	F	M	F
Secondary	48.0 (24)	52.0 (26)	53.1 (34)	46.9 (30)	54.8 (17)	45.2 (14)	51.7 (75)	48.3 (70)
Postsecondary	58.8 (60)	41.2 (42)	62.3 (48)	37.7 (29)	61.4 (78)	38.6 (49)	60.8 (186)	39.2 (120)

(a) trade and industry accounted for 40.7 and 27.8% of the secondary and postsecondary sample respectively, (b) office occupations, represented the next largest vocational field with 17.9 and 18.6% for secondary and postsecondary respectively and (c) consumer homemaking accounted for 17.9% of the secondary sample but only .3% at the postsecondary level. Health and technical education accounted for 19.0% and 16.0% of the sample respectively. The fields of agriculture, distribution, and occupational home economics accounted for a relatively small part of the total sample.

In summary, the sample was most heavily weighted to T & I, technical health and office occupations, teachers at the postsecondary level and consumer homemaking, T & I and office occupations at the secondary schools. The remaining areas accounted for a relatively small proportion of the population.

Tables 5 and 6 shows the biographical characteristics of the teachers who participated in the study for each of the three states and total for secondary and postsecondary instructors respectively.

For secondary school vocational instructors the average age is about 37 years old with about seven years of vocational teaching experience and, ten years of directly related work experience of which about 18 months of it was obtained within the last five years. In terms of age, years of teaching and work experience, there are relatively few differences in teachers among the three states with the possible exception of the secondary instructors in Virginia. On the average, they tend to possess more work experience and obtain more related work experience in the past five years than teachers in the other two states.

Table 4

Vocational Areas of Secondary (Sec)
and Post Secondary (P-S) Instructors

Key: % (N)	Kentucky		Virginia		Wisconsin		Total	
	Sec	P-S	Sec	P-S	Sec	P-S	Sec	P-S
Agriculture	4.0	2.0	4.7	0	6.5	5.5	4.8 (7)	2.9 (9)
Distribution	6.0	0	4.7	1.3	0	5.5	4.1 (6)	2.6 (8)
Health	8.0	20.6	6.3	23.4	3.2	15.0	6.2 (9)	19.0 (58)
Consumer & homemaking	30.0	1.0	4.7	0	25.8	0	17.9 (26)	.3 (1)
Occupational home economics	0	2.9	6.3	1.3	3.2	3.1	3.4 (5)	2.6 (8)
Office	18.0	15.7	15.6	22.1	22.6	18.9	17.9 (26)	18.6 (57)
Technical	2.0	4.9	4.7	33.8	3.2	14.2	3.4 (5)	16.0 (49)
Trades and industry	32.0	47.1	50.0	16.9	35.5	18.9	40.7 (59)	27.8 (85)
Other	0	5.9	3.1	1.3	0	18.9	1.4 (2)	10.1 (31)
Total	100.0 (50)	100.0 (102)	100.0 (64)	100.0 (77)	100.0 (31)	100.0 (127)	100.0 (145)	100.0 (306)

In general, the teachers in the three states are quite well educated. Fifty percent possessed a B.S. degree, about 23% had a masters degree with about 38% of them working towards some advanced degree. A majority of the teachers in Wisconsin all possessed at least a B.S. (71%) or M.S. degree (29%), but none possessed a doctorate degree. All teachers had completed about 10 teacher education courses since beginning teaching and completed about two courses within the past two years.

Table 5

Average Percent of Selected Biographical Characteristics of Secondary Vocational Instructors in Three States

Characteristics	Secondary			
	n=47 Kentucky	n=62 Virginia	n=31 Wisconsin	n=140 Total
Age	36.2	38.7	37.8	37.7
Years of vocational teaching experience	7.0	6.7	8.6	7.2
Years of directly related work experience	9.0	12.4	6.0	10.0
Average months of work experience in past five years	16.9	21.6	11.5	17.6
Highest degree/diploma				
HS/GED	12.8	24.2	0	15.0
Technical diploma	10.6	8.1	0	7.1
Associate degree	8.5	4.8	0	5.0 (7)
B.S. degree	44.7	43.5	71.0	50.0 (70)
M.S. degree	23.4	19.4	29.0	22.9 (32)
Doctorate degree	0	0	0	0
Recent work on degree	48.0 (24)	31.1 (19)	33.3 (10)	37.6 (53)
Average teacher education courses completed	11.1	9.9	9.3	10.2
Average courses completed in past two years	1.9	2.3	1.4	2.0

Table 6

Average Percent of Selected Biographical Characteristics of Post-Secondary Vocational Instructors in Three States

Characteristics	Post-secondary n=99 Kentucky	n=75 Virginia	n=126 Wisconsin	n=300 Total
Age	38.9	40.0	39.2	39.7
Years of vocational teaching experience	6.9	8.4	8.5	8.0
Years of directly related work experience	10.6	8.4	7.1	8.8
Average months of work experience in past five years	20.4	15.1	12.2	15.7
Highest degree/diploma				
HS/GED	25.2	0	4.0 (21)	10.0 (30)
Technical diploma	19.2	9.3	7.1 (10)	11.7 (35)
Associate degree	20.2	0	2.4	7.7 (23)
B.S. degree	24.2	28.0	33.3	29.0 (87)
M.S. degree	11.1	60.0	51.6	40.3 (121)
Doctorate degree	0	2.7	1.6	1.3 (4)
Recent work on degree	60.8 (62)	35.6 (26)	36.8 (46)	44.7 (134)
Average teacher education courses completed	14.3	8.2	10.6	10.2
Average courses completed in past two years	3.1	2.0	1.7	2.2

The average vocational instructor was about 38 years old, had seven years of teaching experience, ten years of directly related work experience with about 17 months of it obtained within the last five years.

The postsecondary instructors in the three states were again quite well educated. On the average, 29% had a B.S. degree, 40% had a M.S. degree and about 2% had a doctorate degree with about 45% of the teachers working toward some type of advanced degree. The average postsecondary teacher took about 10 teacher education courses of which about two courses were taken in the past two years.

While there also appears to be some differences among the postsecondary instructors in the three states, these differences are not large. The postsecondary teachers in Virginia and Wisconsin possess the greatest proportion of B.S. degrees and above with a higher percent of the postsecondary instructors working on an advanced degree than Kentucky. The teachers in Kentucky, on the average, took more inservice teacher education courses and more recently than the teachers in the other two states. These differences are probably due to the fact that the state of Kentucky has more recently refocused attention in vocational education from secondary to postsecondary education.

Part III: Findings

Needs Assessment Instrument

Introduction

The findings for the needs assessment instrument are presented first for the secondary vocational teachers, supervisors and pupils then the postsecondary teachers, supervisors and pupils for each of the five research questions respectively. The five criterion questions pertain to its (1) reliability, (2) content validity, (3) concurrent validity, (4) utility validity and (5) relative cost.

The second set of findings pertain to the Evaluation of Instruction instrument. The findings are provided in Part IV of this report. Since either or both instruments can be used to implement a system of staff development for a school system. The Evaluation of Instruction instrument was assessed in terms of the same five research objectives, namely, its (1) reliability, (2) content validity, (3) concurrent validity, (4) utility validity and (5) relative cost.

Reliability

Criterion Question

Are there differences among the three participating states in terms of the reliability of the responses among secondary and postsecondary teachers, supervisors and pupils to a professional needs assessment instrument as estimated by Cronbach's alpha test of internal consistency.

Table 7 shows the Internal Consistency coefficients for secondary school teachers, supervisors and pupils for each of 11 separate scales and total on the needs assessment instrument. Data are collapsed across states and only total reliability is presented for the 40 item student instrument.

The data indicate that the needs assessment instrument produces high internal consistency coefficients for secondary students, teachers and supervisors for the participating states. The coefficients ranged from a low of $r = .881$ to a high of $r = .965$ for each of the 11 scales and produced coefficients of $r = .895$, $r = .978$ and $r = .987$ for pupils, teachers and supervisors respectively on the total instrument. This suggests that

Table 7

Internal Consistency Coefficients for each of 11 Scales of the Professional Needs Assessment Instrument for Secondary Students, Teachers, and Supervisors in Three States (Kentucky, Virginia, Wisconsin)

(Cronbach's Alpha)

Scale title	*Student N = 134 classes	Teacher N = 148	Supervisor N = 153
I. Program planning, development and evaluation (10 items)		.891	.932
II. Instructional planning (8 items)		.894	.938
III. Instructional techniques (25 items)		.946	.965
IV. Personalized instruction (11 items)		.889	.905
V. Instructional evaluation (6 items)		.864	.918
VI. Instructional management (9 items)		.910	.920
VII. Guidance (7 items)		.886	.891
VIII. School-community relations (10 items)		.881	.890
IX. Student vocational organizations (6 items)		.944	.950
X. Professional role and development (8 items)		.848	.864
XI. Coordination (10 items)		.914	.921
Total instrument (110 items)	.895	.978	.987

PN2, TN7, SN6

*Students responded to a sample of 40 items; consequently, there were not enough items to compute scale coefficients.

Table 8

Internal Consistency Coefficients for the Professional Needs Assessment Instrument for Secondary Vocational Pupils, Teachers and Supervisors in Three States

Scale title	Kentucky P N=49 Classes	Kentucky T N=52	Kentucky S N=53	Virginia P N=54 Classes	Virginia T N=66	Virginia S N=67	Wisconsin P N=31 Classes	Wisconsin T N=30	Wisconsin S N=33
I. Program planning, development and evaluation (10 items)		.838	.836		.885	.949		.924	.912
II. Instructional planning (8 items)		.789	.934		.941	.953		.837	.859
III. Instructional techniques (25 items)		.896	.962		.969	.965		.928	.863
IV. Personalized instruction (11 items)		.839	.890		.935	.882		.827	.928
V. Instructional evaluation (6 items)		.778	.912		.922	.932		.753	.871
VI. Instructional management (9 items)		.845	.934		.947	.904		.873	.924
VII. Guidance (7 items)		.796	.793		.947	.923		.762	.895
VIII. School-community relations (10 items)		.874	.872		.899	.885		.819	.921
IX. Student vocational organizations (6 items)		.918	.954		.958	.935		.957	.972
X. Professional role and development (8 items)		.695	.846		.894	.835		.851	.924
XI. Coordination (10 items)		.871	.828		.923	.923		.947	.891
Total instrument (110 items)	.889	.952	.981	.882	.987	.987	.925	.971	.986

SN2, TN7, SN6

secondary school vocational pupils, teachers and supervisors were rating the teacher's need to improve in a very internally consistent manner.

Table 8 shows the Internal Consistency coefficients for secondary school pupils, teachers and supervisors separately for each of the three participating states by scale scores and total for the professional needs assessment instrument. Internal consistency coefficients were for the most part well within the range of acceptability for secondary school pupils, teachers and supervisors within each of the three participating states on each of the scale scores and for the total instrument. Coefficients ranged from a low of .695 in the "professional development" scale for teachers in Kentucky to a high of .972 for the "student organization" scale for supervisors in Wisconsin. Most coefficients for teachers and supervisors on each of the 11 scales were r = .85 or above; only four coefficients were r = .75 or below for any one group of teachers or supervisors on any scale.

The total instrument produced coefficients all above r = .882 for pupils, teachers and supervisors among the three participating states.

Table 9 shows the Internal Consistency Coefficients for postsecondary pupils, teachers and supervisors combined for the three participating states for each of the 11 scales of the instrument and for the total instrument.

The reliability coefficients for postsecondary participants ranged from a low of r = .833 to a high of r = .961 for the 11 instrument scales. Most of the scale score coefficients for teachers and supervisors were r = .875 or above. The coefficients for the total instrument for all postsecondary pupils, teachers and supervisors were r = .925, r = .977 and p = .985 respectively. The scales for the instrument were shown to have high reliability for the combined group of postsecondary pupils, teachers and supervisors.

Table 10 shows the coefficients of Internal Consistency for the postsecondary pupils, teachers and supervisors for each of the three states for the 11 scales and total score for the professional needs assessment instrument. Almost all of the coefficients for teachers and supervisors were r = .800 and for most were r = .900 or higher for each of the scales and for the total instrument.

The reliability of the total instrument was above r = .920 for

Table 9

Internal Consistency Coefficients of the Professional Needs Assessment Instrument for Post Secondary Students, Teachers and Supervisors for All States (Kentucky, Virginia, Wisconsin) (Cronbach's Alpha)

Scale title	*Student N = 284 Classes	Teacher N = 307	Supervisor N = 307
I. Program planning, development and evaluation (10 items)		.893	.933
II. Instructional planning (8 items)		.876	.933
III. Instructional techniques (25 items)		.933	.959
IV. Personalized instruction (11 items)		.846	.915
V. Instructional evaluation (6 items)		.875	.889
VI. Instructional management (9 items)		.864	.894
VII. Guidance (7 items)		.878	.921
VIII. School-community relations (10 items		.890	.921
IX. Student vocational organizations (6 items)		.907	.961
X. Professional role and development (8 items)		.833	.839
XI. Coordination (10 items)		.891	.830
Total instrument (110 items)	.925	.977	.985

PN2, TN7, SN6

*Students responded to a sample of 40 items; consequently, there were not enough items to compute scale coefficients.

Table 10

Internal Consistency Coefficients for the Professional Needs Assessment Instrument for Postsecondary Vocational Pupils, Teachers and Supervisors in Three States

	Scale title	Kentucky P N=94 Classes	Kentucky T N=101	Kentucky S N=104	Virginia P N=71 Classes	Virginia T N=78	Virginia S N=60	Wisconsin P N=119 Classes	Wisconsin T N=128	Wisconsin S N=143
I.	Program planning, development and evaluation (10 items)		.875	.911		.905	.928		.838	.942
II.	Instructional planning (8 items)		.864	.912		.907	.950		.852	.930
III.	Instructional techniques (25 items)		.904	.946		.956	.960		.929	.961
IV.	Personalized instruction (11 items)		.801	.834		.874	.907		.848	.930
V.	Instructional evaluation (6 items)		.869	.869		.908	.936		.845	.963
VI.	Instructional management (9 items)		.875	.861		.864	.823		.857	.919
VII.	Guidance (7 items)		.863	.831		.908	.865		.867	.959
VIII.	School-community relations (10 items)		.860	.849		.906	.906		.891	.946
IX.	Student vocational organizations (6 items)		.924	.971		.890	.872		.900	.947
X.	Professional role and development (8 items)		.803	.823		.884	.867		.799	.845
XI.	Coordination (10 items)		.897	.829		.913	.908		.803	.784
	Total instrument (110 items)	.930	.972	.981	.929	.981	.983	.920	.976	.988

SN2, TN7, SN6

students, teachers and supervisors in all three states.

Summary

Based on the data provided for secondary and postsecondary vocational pupils, teachers and supervisors, it seems apparent that the scale scores and total instrument have high internal consistency reliability for the three states. The answer to the initial criterion question is that there is substantially no difference among the three states in terms of the reliability of secondary or postsecondary pupil, teacher and supervisor responses to the professional needs assessment instrument. All participants were responding in a very consistent manner implying that they understand the directions, were responding accordingly and rated teachers differently using the full seven point Likert scale.

Content Validity

The content validity of the professional needs assessment instrument was assessed for the secondary and postsecondary teachers, supervisors and pupils in each of the three participating states. The teacher and supervisor instrument contained 110 statements which were judged first on the basis of whether it was a task or competency that was perceived to be part of the teacher's job and secondarily, if it was a part of their job, how much need did a teacher have to improve in this competency as perceived by the self rating of teachers, supervisor ratings of teachers and student ratings of teachers on a 40 item needs assessment instrument. The student instrument contained a total of 40 statements which included at least two statements for each of the 11 scales of the teacher supervisor instrument.

Content validity was assessed by the proportion of "yes" - "no" responses given by 60% of the teachers, supervisors and pupils to the general question: "Is this an important task teachers perform as part of their required teaching responsibility?" The greater the proportion of "yes" responses, the greater the content validity of the items. However, because the needs assessment instrument contained many items which a teacher may be performing now and those which they may wish to perform at sometime in the future, it was anticipated that not all tasks would be judged to be equally relevant to a teacher. Therefore, a criterion of a 60% response rate was established to test for content validity. The purpose of the test of content validity is to determine what proportion of the items are perceived as relevant for a teacher. Answers to the following criterion question was sought.

Criterion Question

Are there differences among the three participating states in terms of the proportion of tasks/statements judged to be relevant to a teacher's job as perceived by secondary and postsecondary teachers, supervisors and pupils on a professional needs assessment instrument.

There are four ways in which to interpret the data presented in Table 11. The number of items judged to be relevant to a teacher's job on a 110 item 11 scale instrument are: (1) the total group of secondary and postsecondary teachers respectively in the three states, (2) the proportion of items judged to be relevant for each of the 11 scales of the

instrument for total group of secondary and postsecondary teachers across the three states respectively, (3) the differences in the proportion of items judged as relevant among the three states and (4) identify those scales on which there was maximum agreement among participants in the three states.

Based on the combined totals for secondary vocational teachers on the 110 items of the needs assessment instrument, as judged by at least 60% of all teachers, about 81% of the items were judged as relevant to the role of secondary instructors across the three states but only about 76% relevant for postsecondary instructors. Some of the tasks and scale items seem more relevant to secondary teachers than they do to postsecondary teachers.

Looking at the 11 scales of the instrument for the total group of secondary and postsecondary teachers, secondary and postsecondary teachers agree that the items pertaining to: (a) instructional planning, (b) instructional evaluation, and (c) counseling, are relevant to their teaching role. There also appears to be high agreement (80-90%) that the scales of: (a) program planning, (b) instructional techniques and (c) personalized instruction are highly related to their teaching role. Generally speaking, the items pertaining to student organizations are more relevant to secondary teachers than postsecondary teachers, but neither group judge the items dealing with coordination as being relevant. Only about 63% of the secondary and postsecondary teachers judged the items concerning professional role development as being relevant to their profession of teaching.

States differed with respect to the relevance of the 110 items of the instrument. For example, about 83 and 86% of the total group of secondary and postsecondary teachers in Kentucky rated the 110 items as relevant, but only about 64 and 69% of the total 110 items were judged to be relevant by teachers in secondary and postsecondary institutions in the other two states.

Also, by looking at the items by scales, items pertaining to program planning and school community relations are not as relevant to secondary or postsecondary teachers in Wisconsin as they seem to be for teachers in Kentucky or Virginia. Only a few of the items dealing with coordination were judged to be relevant to teachers in any of the three states. The

Table 11

Number of Items Perceived as Relevant By At Least 60% of Secondary and Postsecondary Teachers on 110 Item Professional Needs Assessment Instrument in Three States

Scale	Name	Ky				Va				WI				Total			
		Sec	%	P-S	%	Sec	%	P-S	%	Sec	%	P-S	%	Sec	%	P-S	%
I.	Program planning, development and evaluation (10 items)	9	90%	10*	100%	10*	100%	10*	100%	3	30%	4	40%	9	90%	9	90%
II.	Instructional planning (8 items)	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%
III.	Instructional techniques (25 items)	23	92%	25*	100%	24	96%	23	92%	22	88%	23	92%	23	92%	23	92%
IV.	Personalized instruction (11 items)	9	82%	10	90%	10	91%	9	82%	8	73%	9	82%	9	82%	10	91%
V.	Instructional evaluation (6 items)	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%
VI.	Instruction management (9 items)	8	89%	8	89%	8	89%	5	55%	7	78%	7	78%	8	89%	6	67%
VII.	Guidance (7 items)	7*	100%	7*	[illegible]	7*	100%	7*	100%	7*	100%	7*	100%	7*	100%	7*	100%
VIII.	School-community relations (10 items)	9	90%	9	[illegible]	8	80%	9	90%	4	40%	5	50%	8	80%	6	60%
IX.	Student vocational organizations (6 items)	6*	100%	4	67%	6*	100%	1	16%	0	0%	2	33%	6*	100%	2	33%
X.	Professional role and development (8 items)	5	63%	5	63%	5	63%	5	63%	5	63%	5	63%	5	63%	5	63%
XI.	Coordination (10 items)	1	9%	3	27%	0	0%	4	40%	0	0%	0	0%	0	0%	2	20%
	Total instrument Total percent (110 items)	91	83%	95	86%	92	84%	87	79%	70	64%	76	69%	89	81%	84	76%

* All items in this scale were perceived as relevant.

teachers in Wisconsin generally do not see the relevance of the items pertaining to student organizations as do teachers in other states.

From these data, it is possible to suggest that at the time the instrument was administered to secondary and postsecondary vocational teachers in the three states, only about 75%-80% of the items were judged to be immediately relevant for at least 60% of the teachers. There was general agreement that the items in about four of the needs assessment scales were equally relevant to teachers in each of the three states. Yet, on other scales there seemed to be significant differences among the three states which may be a function of real differences in the assignments of teachers' or differences in the way in which secondary and postsecondary vocational education is implemented/emphasized in the three states. These data may also suggest that some concepts (e.g., coordination, student organizations, professional roles) could be eliminated from the instrument or at least revised.

Table 12 shows the number and percent of 110 professional needs assessment items judged as relevant for the secondary and postsecondary teachers in each of the three participating states as judged by at least 60% of the supervisors of teachers.

Looking at combined totals for supervisor ratings in three states, about 86% of the statements were judged as relevant for secondary teachers and only 72% judged as relevant for postsecondary instructors. There seemed to be general agreement that the scales of: (a) instructional planning, (b) instructional evaluation and (c) instructional techniques were relevant to both secondary and postsecondary teachers in each of the three states, followed by agreement on such scale items as: (a) program planning, (b) personalized instruction, (c) guidance, (d) instructional management and (e) student organizations. States did, however, differ with respect to the relevance of the items for secondary and postsecondary teachers.

States tended to differ also in terms of the relevance of the items to a teacher's job with respect to secondary and postsecondary teachers and by scales within the 110 item instrument. For example, 98% of the 110 items were judged to be relevant for the secondary teachers in Wisconsin while only 35% were judged as relevant for postsecondary teachers in Wisconsin. The statements seemed to be more relevant to secondary teachers than postsecondary teachers. There seemed also to be quite large

Table 12

Number of Items Perceived as Relevant By At Least 60% of Secondary and Postsecondary Supervisors on 110 Item Professional Needs Assessment Instrument in Three States

	KY				VA				WI				Total			
	Sec	%	P-S	%	Sec	%	P-S	%	Sec	%	P-S	%	Sec	%	P-S	%
I. Program planning development and evaluation (10 items)	9	90%	9	90%	9	9%	4	40%	10*	100%	6	60%	10*	100%	4	40%
II. Instructional planning (8 items)	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%	8*	100%
III. Instructional techniques (25 items)	25*	100%	24	96%	23	92%	21	84%	25*	100%	25*	100%	24	96%	24	96%
IV. Personalized instruction (11 items)	6	55%	9	82%	11*	100%	6	55%	10	91%	10	91%	11*	100%	9	82%
V. Instructional evaluation (6 items)	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%	6*	100%
VI. Instructional management (9 items)	8	89%	9*	100%	8	89%	6	67%	9*	100%	7	78%	8	89%	9*	100%
VII. Guidance (7 items)	5	71%	6	85%	7*	100%	6	85%	7*	100%	7*	100%	7*	100%	7*	100%
VIII. School-community/ relations (10 items)	9	90%	6	60%	7	70%	4	40%	9	90%	6	60%	8	80%	6	60%
IX. Student vocational organizations (6 items)	0	0%	6*	100%	6*	100%	0	0%	6*	100%	2	33%	6*	100%	1	17%
X. Professional role and development (8 items	5	63%	6	75%	5	63%	5	63%	8*	100%	5	63%	5	63%	5	63%
XI. Coordination (10 items)	1	10%	2	20%	0	0%	1	10%	10*	100%	0	0%	1	10%	0	0%
Total instrument (110 items) Total % relevance	82	75%	91	83%	90	82%	67	61%	108	98%	82	75%	94	86%	79	72%

* All items in this scale were perceived as relevant.

differences among states in regard to items concerning: (a) student organizations (0 - 100%), (b) coordination in Wisconsin (10% - 100%), and (c) 55% to 100% on personalized instruction.

From these data it can be concluded that supervisors believe about (a) 75-85% of the items to be relevant to the secondary and postsecondary teacher in each of the three states, (b) the items seem generally more relevant to secondary than postsecondary teachers, (c) states differ in terms of the relevance they attribute to the items in the 11 scales of the 110 item instrument. This may suggest that some items be eliminated/ modified or that separate instruments need to be provided for secondary and postsecondary teachers.

In comparing the responses of teachers and supervisors, it seems apparent that supervisors have quite different expectations for teachers than teachers have of their own job. Both secondary and postsecondary teachers place greater emphasis on guidance related activities than do supervisors. Neither teachers or supervisors see need for relevance of: (a) coordination activities or (b) professional development activities. While there are differences between the two sets of ratings, the differences are most evident when looking at secondary and postsecondary ratings within the state.

The content validity of the 40 item student instrument was assessed by the proportion of students who indicated that a statement was relevant to the teacher's job responsibility. There were a total of 11 scales in the 110 item instrument. Thus, for the student instrument, at least two appropriate items were selected for each of the 11 scales.

The data shown in Table 13 represent the ratings of 60% of the secondary and postsecondary students in three states to a 40 item instrument. The data for the total group of students across the three states indicate that about 85% of the 40 items were judged to be relevant by at least 60% of the secondary students but only 78% were judged relevant by postsecondary students. There appeared to be some differences among the secondary and postsecondary students in the three states, but these differences were not large. The percentage of items judged to be relevant by at least 60% of the students ranged from a low of 25 items (63%) for postsecondary students in Virginia to a high of 85% (34 items) for postsecondary students in Kentucky.

Table 13

Number of Items Perceived as Relevant
By At Least 60% of Students On The
40 Item Professional Needs
Assessment Instrument

	KY		VA		WI		Total	
	Sec N=1096	P-S N=794	Sec N=778	P-S N=876	Sec N=551	P-S N=1682	Sec N=2425	P-S N=3352
Total 40 items	32	34	33	25	30	28	34	31
Percent of items	80%	85%	83%	63%	75%	70%	85%	78%

It can therefore be concluded that there were some differences in ratings among the secondary and postsecondary students in three states as to the relevance of the items to a teachers need to improve, but that about 80-85% of the items were judged as relevant. This may suggest real differences between secondary and postsecondary teacher responsibilities among the three states, or it may suggest that items may have to be revised for secondary and postsecondary teachers respectively.

Concurrent Validity

Criterion Question

Are there differences among the three participating states in terms of the amount of agreement among the ratings of secondary and postsecondary school pupils, teachers and supervisors of teachers on a professional needs assessment instrument?

Concurrent Validity

It was hypothesized that if the instruments were accurately measuring the same construct of professional needs, then there should be relatively high agreement among the ratings of teachers, supervisors and pupils ratings of needs assessment items. In order to assess the extent of agreement, Pearson product moment correlation were computed between teacher and supervisor ratings for the total 110 item needs assessment instrument and for each of the 11 scales of the instrument. Student ratings, however,

were correlated only with the total teacher and supervisor ratings because of the length of the 40 item pupil instrument.

Table 14 shows the Pearson product moment correlation by scale score and total instrument score for secondary pupils, teachers and supervisors in each of the three participating states and for the three states combined.

Looking first at the combined data for the three states, only three of the 11 scale scores were significantly different from zero for the teacher and supervisor ratings. The correlation of pupil ratings with teacher and supervisor ratings were not significantly different from zero, thus indicating very little agreement among these ratings on the total instrument score. This may be due to two factors: (a) students do not perceive the needs of the teacher in the same way as teachers and supervisors or (b) a 40 item instrument is not long enough to adequately sample the extent of agreement. At this time, there is no way to tell which statement is most correct. The scales on which there seems to be general agreement of teachers and supervisors are: (a) instructional planning, (b) personalized instruction and (c) guidance.

Only one of the scales for teachers and supervisors in Kentucky and Virginia were significantly different from zero: (1) student youth groups and (2) personalized instruction. None of the remaining scales for teachers, supervisors or pupils were statistically different from zero for secondary personnel in the three states.

Because some of the scales had negative correlation coefficients, it seems obvious that teachers and supervisors have quite different perceptions of what the needs of teachers are and where improvements are to be made. For example, supervisors and teachers appear to have quite different perceptions of the teacher's role in program planning and development in Kentucky and Virginia. Similarly, teachers and supervisors have different perceptions when it comes to need to improve in areas like: (a) instructional management, (b) student youth groups, (c) professional development. In general, there seems to be little agreement of secondary teachers or supervisors on the total instrument in the state of Kentucky and Wisconsin. Assuming that these differences are real differences, there obviously are differences in the perceptions of teachers and supervisors as to areas of responsibility which are important for teachers. Hence, any resolution of this difference, need to be made explicit and discussed or it is possible

Table 14

Pearson Product Correlations for Scale and Total Needs Assessment Scores for Secondary Vocational Pupils, Teachers and Supervisors in Kentucky, Virginia and Wisconsin

Scales	Item	Kentucky teacher/supervisor N	r	Virginia teacher/supervisor N	r	Wisconsin teacher/supervisor N	r	Combined states teacher/supervisor N	r
1) Planning & evaluating program development	18	78	*.3111	31	-.1405	45	-.0861	154	-.0316
2) Instructional planning	25	89	.1805	52	*.3289	105	.0456	240	*.1540
3) Instructional techniques	11	90	.1092	54	.2372	96	.0235	240	.0907
4) Personalized instructor	6	85	.1666	30	.2242	85	-.0677	200	.0632
5) Instructional evaluation	9	97	.0751	57	.2608	104	.0295	255	.1083
6) Instructional management	7	91	.0805	28	-.0267	68	-.0004	187	.0119
7) Guidance	10	92	-.0655	30	.0382	92	.0258	214	-.0136
8) School/community relations	6	66	-.0159	25	.1167	46	.0693	137	.0091
9) Student youth organization		50	*.3955	10	.3398	43	.0307	103	*.2371
10) Professional development role	8	83	.0631	49	.0831	86	-.1346	218	-.0209
11) Coordination	10	32	-.2537	4	-.2543	8	-.0842	45	-.1912
Total	110	39	.3054	4	1.00	8	*-.3985	69	.1912
Pupils total scores	40	N=54	N=71	N=62	N=36	N=56	N=43	N=116	N=150
		r=.1715	r=*2571	r=.2611	r=*.4297	r=.0978	r=-.1428	r=1531	r=*.1796

that potential problems may exist for a continuing harmonious relationship of supervisor and teacher.

Table 15 shows the Pearson product moment correlation coefficients for the postsecondary pupils, teachers and supervisors in the three participating states by scale, score and total instrument score.

For the combined states, only three scores were statistically significant from zero in terms of teacher-supervisor ratings and supervisor/pupil ratings. They were: (a) instructional planning (r = .1540), (b) student youth groups (r = 2371) and (c) supervisor/pupil ratings of the total instrument (r = 1796).

Four of the scales showed negative correlations indicating that teachers and supervisors had quite different perceptions of what is important for a teacher. These were in the area of: (a) program planning and evaluation, (b) guidance, (c) professional development and (d) coordination. Apparently teachers feel that they need more or less improvement in these areas than do their supervisors. This establishes potential disagreements between the two groups of raters which should be clarified through systematic communication and sharing of information for resolution of these differences.

There appear to be some similarities and some differences in the amount of agreement of postsecondary vocational teacher, supervisor and pupil ratings within and among the three states. For example, significant agreement was observed within the state of Kentucky on two scales (planning and student youth organizations) while also producing three negative correlations between teachers and supervisors: (a) guidance, (b) school community relations, and (c) coordination.

Within the states of Virginia and Wisconsin, significant agreement was observed on only scale (a) planning and total test score respectively. Also within Virginia, three of the scales produced negative correlations while in the state of Wisconsin, four negative scale score correlations were observed as well as a negative agreement of the total test score. It appears that there seems to be less agreement among secondary vocational teachers and supervisors among personnel in Wisconsin than in the other two states.

Significant correlations between supervisor and pupils ratings were observed in the states of Kentucky and Virginia and the supervisor and

Table 15

Pearson Product Correlations for Scale and Total Needs Assessment Scores for Postsecondary Vocational Pupils, Teachers and Supervisors in Kentucky, Virginia and Wisconsin

Scales	Item	Kentucky teacher/supervisor N	r	Virginia teacher/supervisor N	r	Wisconsin teacher/supervisor N	r	Combined states teacher/supervisor N	r
1) Planning & evaluating program development	18	32	-.0796	32	-.0691	17	.1937	81	.1900
2) Instructional planning	25	44	.1112	39	.1829	25	.0485	13	*1885
3) Instructional techniques	11	46	.1619	36	.2385	24	.0079	106	.1708
4) Personalized instruction	6	36	.0685	34	*.3380	21	.0329	91	*.2550
5) Instructional evaluation	9	50	.0509	37	.1811	27	.0162	14	.1322
6) Instructional management	7	45	.1931	32	.0916	23	-.0149	100	.1548
7) Guidance	10	45	.0785	37	.1004	25	.1856	107	*.2150
8) School/community relations	6	36	.1695	30	.2919	14	.1505	80	.0239
9) Student youth organization		24	*.5709	30	.0591	10	-.3038	64	.1754
10) Professional development role	8	44	.0049	35	.0267	23	-.1705	102	-.0224
11) Coordination	10	17	.0347	10	.3055	9	.1795	36	.2470
Total	110	20	-.1335	25	.0741	25	-.5982	51	.0898
Pupils total scores	40	N=24	N=33	N=31	N=27	N=25	N=8	N=85	N=75
		r=.0872	r=.3171	r=.1147	r=.1759	r=.3764	r=-.5186	r=.2010	r=.1811

*Significant at .05 level

pupil rating for the combined data for the three states. The supervisor/pupil ratings in Wisconsin produced a negative correlation. Again, it would appear that there is less agreement among the postsecondary pupils, teachers and supervisors in Wisconsin than for the other two states.

The general conclusion seems to be that the needs assessment instrument may not have a high degree of concurrent validity for postsecondary school personnel as assessed by the extent of correlation among ratings. There do appear to be some tasks on which the pupils, teachers and supervisors can agree (significant correlation) and several in which there is negative agreement. For the most part, the findings strongly suggest that teachers tend to have quite different perceptions of their professional needs and their job perception than either their supervisors or pupils.

In conclusion, the needs assessment instrument does not appear to have a high degree of concurrent validity for secondary and postsecondary pupils, teachers and supervisors in the three participating states. While most of the correlations were positive, only a few were statistically significant from zero for their secondary or postsecondary pupils, teachers and supervisors. In fact, several of the teacher/supervisor ratings were negatively correlated as well as some pupil supervisor ratings.

These data tend to lead to the ultimate conclusion that based on the ratings of secondary and postsecondary personnel in the three states, the teachers have quite different perceptions of their professional needs as they relate to their teaching role than either pupils or supervisors. If these are real differences then expectations of teachers should change or teachers competencies must be improved to better meet the expectations of pupils and supervisors.

Utility Validity

Utility validity was defined as the potential usefulness of the individual computer feedback information as a means to facilitate planning a program of staff development. Usefulness was judged on the basis of answers to four questions as judged by secondary and postsecondary teachers and supervisors respectively.

Criterion Question

Are there differences among the three participating states in terms of the ratings of secondary and postsecondary teachers and supervisors as to the utility or usefulness of the computer feedback data concerning the professional needs assessment instrument for accurately planning a program of professional improvement.

Table 16 shows the data for each of the three states separately and the aggregate data for the responses of secondary vocational instructions to four questions concerning the potential usefulness of the data and the computer feedback data for developing a program of professional development.

The responses of secondary vocational teachers indicated that: (a) about 77% of them believed the data were accurate, (b) 79% believed the data would be helpful in planning a professional development program, and (c) 92% believed student responses would be helpful for planning, but only 80% felt supervisor responses would assist in planning professional growth activities.

While there were some differences among the three states, the findings were similar to those previously discussed: 70%-80% indicated the data were accurate, (b) 72%-86% indicated data would be useful for planning, and (c) 86%-100% believed student ratings were of more value than supervisor ratings of their performance.

Table 17 presents the data for supervisors of secondary teachers concerning the usefulness of these data for planning or program of professional improvement for each of the three states and combined across states.

Again supervisors believed the ratings they provided for teachers was about: (a) 82% accurate for assessing the strengths and concerns of teachers, (b) would be useful for planning a program of staff development (80%), (c) believed student assessment of teacher's performance to be very important for teachers (91%) and (d) believed their ratings of teachers to be less useful than student data (75%) but still important.

Based on the data provided for secondary school teachers and supervisors, it seems reasonable to conclude that a majority of teachers and supervisors within the three states believe that: (a) the needs assessment data are accurate, (b) would be helpful for professional improvement of teachers, (c) believe student data to be the single most helpful data for professional planning and (d) perceive supervisor data as helpful, but not as much as student data.

TABLE 16
USEFULNESS OF THE PROFESSIONAL NEEDS ASSESSMENT INSTRUMENTS FOR PLANNING PROFESSIONAL DEVELOPMENT OF TEACHERS AS PERCEIVED BY SECONDARY TEACHERS

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate assessment of your strengths and concerns?	84.3 (43)	15.7 (8)	70.5 (43)	29.5 (18)	76.7 (23)	23.3 (7)	76.8 (109)	23.2 (33)
Would self-ratings help in planning?	86.0 (43)	14.0 (7)	72.1 (44)	27.9 (17)	83.3 (25)	16.7 (5)	79.4 (112)	20.6 (29)
Would student ratings help in planning?	94.0 (47)	6.0 (3)	86.0 (53)	13.1 (8)	100.0 (30)	0.0 (0)	92.2 (130)	7.8 (11)
Would supervisors ratings help in planning?	86.0 (43)	14.0 (7)	77.0 (47)	23.0 (14)	76.7 (23)	23.9 (28)	80.1 (113)	19.9 (28)

TN7, #1-4 (Please refer to items at end of Teacher Form for exact wording of items.)

TABLE 17
USEFULNESS OF THE PROFESSIONAL NEEDS ASSESSMENT INSTRUMENTS FOR PLANNING PROFESSIONAL DEVELOPMENT OF TEACHERS AS PERCEIVED BY SECONDARY SUPERVISORS

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate assessment of instructor's strengths and concerns?	82.7 (43)	17.3 (9)	88.1 (59)	11.9 (8)	65.6 (21)	34.4 (11)	81.5 (123)	18.5 (28)
Would teacher self-ratings help in planning?	67.3 (35)	32.7 (17)	80.6 (54)	19.4 (13)	100.0 (32)	0.0 (1)	80.1 (121)	19.9 (30)
Would student ratings help in planning?	98.1 (51)	1.9 (1)	82.1 (55)	17.9 (12)	100.0 (32)	0.0 (0)	91.4 (138)	8.6 (13)
Would supervisor ratings help in planning?	75.0 (39)	25.0 (13)	80.6 (54)	19.4 (13)	60.7 (17)	39.3 (11)	74.8 (110)	25.2 (37)

SN6, #1-4 (Please refer to items at end of Supervisor Form for exact wording of items.)

Tables 18 and 19 presents the same type of data for postsecondary school vocational instructors and supervisors for each of the three states separately and for the three states in total.

The findings are very similar to those described for the secondary school vocational teachers and supervisors: (a) about 77% of all teachers and 82% of supervisors believe the needs assessment data was an accurate assessment of the teacher's need to improve in certain professional tasks, (b) about 82% of teachers and supervisors believed the data to be useful for the professional planning of teachers, (c) about 92-100% of teachers and supervisors agreed that student data was very important for assessing the capabilities of the teachers but (d) only 75%-80% of teachers and supervisors believed supervisor ratings of teachers would be important for developing a plan for professional improvement.

Based on these data, it seems reasonable to conclude that a majority of the secondary and postsecondary teachers and supervisors agree that the data are accurate, would be useful for staff development planning and believe student data for the most part would be of greater value to a teacher than supervisor data.

There appeared to be relatively few differences among the three states in terms of responses of secondary school teacher/supervisors and postsecondary teachers/supervisors. Thus it seems reasonable to conclude that for a majority of secondary and postsecondary teachers and supervisors, that the computerized feedback of the professional needs assessment data would be a valuable aid for helping teachers develop an individualized plan of professional growth and development.

Costs

Criterion Question #5

Are there differences among the three participating states in terms of the relative cost for implementing a professional needs assessment instrument for secondary and postsecondary vocational pupils, teachers, and supervisors?

Relative costs for administering the professional needs assessment instruments and the Evaluation of instruction instruments to secondary and postsecondary vocational pupils, teachers and supervisors in the three states are provided: (a) just in terms of the needs assessment instrument

TABLE 18
USEFULNESS OF THE PROFESSIONAL NEEDS ASSESSMENT INSTRUMENTS FOR PLANNING PROFESSIONAL DEVELOPMENT OF TEACHERS AS PERCEIVED BY POST SECONDARY TEACHERS

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate assessment of your strengths and concerns?	65.7 (65)	34.3 (34)	69.7 (53)	30.3 (23)	67.5 (81)	32.5 (39)	67.5 (199)	32.5 (96)
Would self-ratings help in planning?	65.7 (65)	34.3 (34)	74.7 (56)	25.3 (19)	73.6 (89)	26.4 (32)	71.2 (210)	28.2 (85)
Would student ratings help in planning?	78.8 (78)	21.2 (21)	90.8 (69)	9.2 (7)	91.0 (112)	8.9 (11)	86.9 (259)	13.1 (39)
Would supervisor ratings help in planning?	72.7 (72)	27.3 (27)	84.0 (63)	16.0 (12)	76.1 (89)	23.9 (28)	77.0 (224)	23.0 (67)

TN7, #1-4 (Please refer to items 1-4 at end of Teacher Form for exact wording of items.)

TABLE 19
USEFULNESS OF THE PROFESSIONAL NEEDS ASSESSMENT INSTRUMENTS FOR PLANNING PROFESSIONAL DEVELOPMENT OF TEACHERS AS PERCEIVED BY POST SECONDARY SUPERVISORS

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate assessment of instructor's strenghts and concerns?	80.2 (77)	19.8 (19)	62.1 (36)	37.9 (22)	83.0 (112)	17.0 (23)	77.9 (225)	22.1 (64)
Would teacher self-ratings help in planning?	83.3 (80)	16.7 (16)	98.3 (59)	1.7 (1)	86.7 (117)	13.3 (18)	88.0 (256)	12.0 (35)
Would student ratings help in planning?	95.8 (92)	4.2 (4)	96.7 (58)	3.3 (2)	96.3 (130)	3.7 (5)	96.2 (280)	3.8 (11)
Would supervisor ratings help in planning?	87.5 (84)	12.5 (12)	79.3 (46)	20.7 (12)	96.0 (96)	4.0 (4)	89.0 (226)	11.0 (28)

SN6, #1-4 (Please refer to items 1-4 at end of Supervisor Format for exact wording of items.)

and (b) the evaluation of instruction instrument. This was done because either or both instruments could be used as a part of a staff development effort.

The costs reported here on each of the instruments do not include departmental costs such as: (a) staff salaries, (b) printing costs of forms, (c) computer program development, (d) printing of preprinted computer paper, and (e) indirect costs, (mailing, travel). The comparative cost data only includes those costs which an institution or state would purchase to use and implement a system of staff development. The actual or estimated costs relate to the number of pupils, teachers and supervisors who participated in the project and consequently, the number of forms used, note books provided and estimated computer time. Costs are further based on the estimated cost of printing and computer time when the project was initiated and probably do not reflect more recent costs of inflation.

The estimated costs include the following items together with the per unit cost of each item.

a.	Teacher/supervisor background information forms.	.05 each
b.	Scoring background information form.	.25 each
c.	Evaluating instruction forms	.05 each
d.	Scoring evaluation of instruction form.	.25 each
e.	Teacher/supervisor professional need assessment forms.	.05 each
f.	Student needs assessment forms.	.05 each
g.	Scoring teacher, supervisor pupil forms.	.25 each
h.	Computer feedback costs ($15/min.-app. 1 min.).	
i.	Teacher/supervisor identification tables.	.02 each
j.	Teacher/supervisor/student packet envelopes.	.15 each
K.	Soft cover feedback costs (optional).	3.00 each

A previous section of this report described the types of cost information that would be provided in determining the relative costs for implementing the needs assessment instruments and procedures of the staff development project. A later section of this report will provide comparable data for the Evaluation of Instruction Instrument.

The cost data provided do not reflect the actual costs for developing and printing instruments, staff salaries or mailing and travel costs. The costs only include expendable item costs that would be incurred if all or

part of the system were to be purchased or implemented in a vocational institution or within a state. The costs as reported in this study are relative to the number of pupils, teachers and supervisors who participated in the study of needs assessment and the subsequent cost of expendable materials necessary to administer the appropriate number of forms to the personnel who participated in this phase of the project.

Table 20 shows the expendable cost items, and their respective unit cost per item together with the separate item costs and numbers of individuals who participated in the study for each state and then the combined totals for all three states. Secondary and postsecondary data were combined for each state since the costs are only dependent on the number of individuals participating. For the purposes of this analyses, it was not important to provide cost data separately for secondary and post-secondary personnel.

The total number of participants are shown by state and total. However, because each student completed a form on each teacher and each supervisor completed one form for each teacher supervised, the number of forms or totals is always greater than the number of supervisors. Thus, each supervisor received a packet containing a number of forms equal to the number of teachers supervised. The column pertaining to combined data for the three states reflects the total number of materials provided, scored and analyzed for the combined secondary and postsecondary teachers and supervisors in the study.

The total cost for administering and analyzing the needs assessment forms for secondary and postsecondary personnel in three states was $12,049.75. A total of 7,136 needs assessment forms were provided, scored and analyzed. Computer feedback reports were provided to 453 teachers and 53 supervisors in the form of soft cover notebooks. Both the needs assessment and evaluation of instruction feedback was included in one notebook and reported on preprinted computer paper.

The cost for administering it in each of the three states was Kentucky ($4,062.12), Virginia ($3,708.66) and Wisconsin ($4,248.97). The costs for the most part are quite similar for the three states with the major difference being the number of students, teachers and supervisors participating in each state.

Table 20

Comparative Costs of Secondary and Postsecondary Vocational Pupils, Teachers and Supervisors on the Professional Needs Assessment Instrument for Three Participating States

		Kentucky					Virginia					Wisconsin					Combined Group Materials				
		P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost
Background form 1/teacher/supervisor	.05		152	20	172	8.60		142	16	158	7.90		159	17	176	8.80		453	53	506	25.30
Scoring 1/teacher/supervisor	.25		152	20	172	43.00		142	16	158	39.50		159	17	176	44.00		453	53	506	126.50
Evaluation instrument 1/teacher sup/pupil	.05	1890	152	152	2194	109.70	1654	142	142	1938	96.90	2233	159	159	2551	127.55	5777	453	906	7136	356.80
Scoring	.25	1890	152	152	2194	548.50	1654	142	142	1938	484.50	2233	159	159	2551	637.75	5777	453	906	7136	1624.10
Preprinted computer paper	1.00		152	20	172	172.00		142	16	158	158.00		159	17	176	176.00		453	53	506	506.00
Computer time (app. .1mn)	$.15/mn		152	20	172	2580.00		142	16	158	2370.00		159	17	176	2640.00		453	53	506	7590.00
Paper feedback notebook	3.00		152	20	172	516.00		142	16	158	474.00		159	17	176	528.00		453	53	506	1518.00
I.D. labels 2/student/teacher x 2	.02		304	20	324	6.48		284	16	300	6.00		318	17	335	6.70		906	53	959	19.18
Packet envelopes 2/student/teacher x 2	.15 each		304	20	324	48.60		284	16	300	45.00		318	17	335	50.25			53	959	143.85
I.D. labels teacher/supervisor	.02		152	20	172	3.44		142	16	158	3.16		159	17	176	3.52		453	53	506	10.12
Packet envelopes teacher supervisor	.15 each		152	20	172	25.80		142	16	158	23.70		159	17	176	26.40		453	53	506	75.90
Total						4063.12 x̄ 23.62					3708.66 x̄ 23.47					4248.97 x̄ 24.14					12,049.75

The major costs are for: (a) purchasing the forms (.05 each), (b) scoring the forms (.25 each), (c) analyzing the individual feedback data ($15/person) and (d) providing the feedback notebook ($3.00 each).

The general conclusion is that there is relatively little differences among the three states in terms of the relative costs for administering the needs assessment forms to secondary and postsecondary pupils, teachers and supervisors. The average cost per teacher for the total combined group is about $24.00 per/teacher supervisors. This would include 453 separate feedback reports to teachers and 53 for supervisors. Data on 6,000 students were included in these reports.

The average cost for each of the three states were: $23.62, $23.47 and $24.17 for secondary and postsecondary teachers and supervisors for Kentucky, Virginia and Wisconsin respectively.

Part IV: Findings

Evaluation of Instruction Instrument

The purpose of this section of the report is to present and discuss the findings as they relate to a 37 item Evaluation of Instruction instrument which was completed as a part of the staff development project by secondary and postsecondary instructors, supervisors, and pupils in three cooperating states: Kentucky, Virginia, and Wisconsin. Each teacher, supervisor and pupil responded to each of the 37 items on the instrument. The purpose of the Evaluation of Instruction Instrument is to assess the classroom behavior of teachers. A teacher completed one form, a supervisor completed one form for each teacher supervised, and each pupil in a teacher's class completed one form. The data are presented in the terms of answers to a set of five criterion questions posed at the outset of this study.

The criterion questions are to determine whether there are differences among the three participating states in terms of: (a) reliability, (b) content validity, (c) concurrent validity, (d) utility validity, and (e) costs as they relate to the responses of secondary and postsecondary teachers, supervisors, and pupils on an Evaluation of Instruction Instrument.

Criterion Question 1

Are there differences among the three participating states in terms of the reliability of responses provided by secondary and postsecondary vocational teachers, supervisors, and pupils on an Evaluation of Instruction Instrument as estimated by Cronbach's alpha test of internal consistency?

Tables 21 and 22 present the Internal Consistency Coefficients for a 37 item Evaluation of Instruction instrument for secondary and postsecondary instructors respectively for the three participating states.

The data for the combined states show that internal consistency coefficients for secondary school personnel were r = .814 for students, r - .886 for teachers and r = .964 for supervisors. There appeared to be no differences among the three states in terms of the reliability of pupil, teacher, and supervisor responses. All coefficients were .80 or greater. This suggests that the Evaluation of Instruction Instrument seems equally reliable for secondary vocational pupils, teachers, and supervisors in each of the three states.

Table 21

Internal Consistency Coefficients of the Evaluation of Instruction Instrument for Secondary Students, Teachers, and Supervisors (Cronbach's Alpha)

	Kentucky	Virginia	Wisconsin	All States
Students	.858 (49 classes)	.746 (55 classes)	.865 (31 classes)	.814 (135 classes)
Teachers	.842 (N=50)	.880 (N=66)	.870 (N=32)	.886 (N=148
Supervisors	.943 (N=52)	.976 (N=68)	.956 (N=33)	.964 (N=153)

PE 3, SE4, TE5

Table 22

Internal Consistency Coefficients of the Evaluation of Instruction Instrument for Postsecondary Students, Teachers, and Supervisors (Cronbach's Alpha)

	Kentucky	Virginia	Wisconsin	All States
Students	.883 (94 classes)	.875 (72 classes)	.874 (119 classes)	.878 (283 classes)
Teachers	.833 (N=100)	.897 (N=77)	.893 (N=128)	.877 (N=305)
Supervisors	.940 (N=105)	.947 (N=60)	.954 (N=143)	.950 (N=308)

PE3, SE4, TE5

The coefficients of internal consistency for postsecondary pupils, teachers and supervisors in the three states are shown in table . When data are viewed across all states, the coefficients of reliability are r - .878 for students, r = .877 for teachers, and r = .950 for supervisors. There appear to be no differences in reliability of responses across the three states for either students, teachers, or supervisors responses. The data range from only a low of r = .8333, to a high of r = .954. All the coefficients are well within the range of acceptability (r = .75 - 1.00). Thus, it is reasonable to place confidence in subsequent data comparisons.

The conclusion that seems obvious is that there are no differences among the three participating states in terms of the coefficients of Internal Consistency reliability for either secondary or postsecondary teachers, supervisors or pupils.

Content Validity

Criterion Question

Are there differences among the three states in terms of the content validity of the Evaluation of Instruction Instrument in terms of the rating of secondary and postsecondary teachers, supervisors, and pupils?

Students, teachers, and supervisors were asked to rate each of the 37 items of the instrument and indicate if the statement (item) was a classroom behavior that a teacher should perform in their job. The greater the proportion of personnel who responded "yes", the greater the content validity of the item for a teacher's job. The results will indicate the relative content validity of the instrument for assessing the classroom behavior of a teacher. Content validity of the specific items for each of the three states are shown in Appendices.

Table 23 shows the number of items that at least 80 percent of secondary and postsecondary teachers, supervisors, and pupils rated as relevant to the teacher's job for each of the three states and for the combined states.

The data show that 24 of 37 items (64%) were rated as relevant by 80% of the secondary students and 31 of 37 items (89%) were rated as relevant by secondary teachers with 30 of 37 items (81%) were rated as relevant by secondary supervisors (81%).

Table 23

Number and Percent of Items Perceived as Relevant
by at Least Eighty Percent of
Participants on the 37 Item Evaluation
of Instruction Instrument

(Secondary and Postsecondary)

	KY			VA			WI			TOTAL		
	P	T	S	P	T	S	P	T	S	P	T	S
Sec	65%	83%	81%	68%	81%	89%	62%	81%	81%	64%	84%	81%
(N)	24	31	30	25	30	33	23	30	30	24	31	30
	(1099)	(50)	(52)	(778)	(62)	(68)	(544)	(32)	(33)	(2421)	(148)	(153)
P-Sec	78%	83%	83%	76%	81%	83%	81%	83%	83%	81%	83%	83%
(N)	29	31	31	28	30	31	30	31	31	30	31	31
	(78)	(100)	(105)	(898)	(77)	(60)	(1689)	(128)	(143)	(3356)	(305)	(308)

P = Pupils
T = Teachers
S = Supervisors

PE 3, SE 4, TE 5

Similarly, 30 of 37 items (81%) were rated as relevant by postsecondary pupils; 31 of 37 items (83%) were rated as relevant by postsecondary teachers and supervisors respectively.

The data were very similar for secondary and postsecondary pupils, teachers, and supervisors in the three participating states. In general, postsecondary teachers and supervisors rated the 37 items as about 81% to 83% relevant to the role of the teacher in each of the three participating states. However, secondary and postsecondary pupils rated the items as being less relevant than either teachers or supervisors. In general, pupils rated the items consistently less relevant (65%-78%) than teachers or supervisors.

The conclusion which seems most warranted is that 80% of the secondary and postsecondary teachers and supervisors in the three participating states tended to agree that about 80% to 83% of the items were relevant to the role of the teacher, but secondary and postsecondary pupils tended to rate the items as being less relevant (65%-75%) to the role of the teacher. Thus, there

appears to be no large differences among the three states in terms of the content validity of the items for secondary and postsecondary teachers and supervisors. Additional analyses would have to be conducted in order to determine the reason for the consistently lower ratings of students.

Concurrent Validity

Criterion Question

Are there differences among the three participating states in terms of the amount of agreement among ratings of secondary and postsecondary pupils, teachers and supervisors of the items on the evaluation of instruction instrument?

Comparable ratings from one class of students for each teacher, teacher ratings and supervisor rating of each teacher were obtained for secondary and postsecondary pupils, teachers, and supervisors in each of the three states on a 37 item evaluation of instruction instrument. Pearson product moment correlations were computed among secondary and postsecondary pupils, teachers, and supervisors for each of the three states based on instrument totals.

Table 24 shows the correlation coefficient for pupil/teacher ratings, pupil/supervisor ratings and teacher/supervisor ratings within each of the three states and across the three states for secondary and postsecondary personnel respectively.

The data for the secondary school personnel for the combined three states show a statistically significant correlation between pupil/teacher rating ($r = .2226$) and between teacher/supervisor ratings ($r = .2953$). In these instances, statistical significance means that the correlation is statistically significant from zero. However, these correlations are still not very high. A correlation of $r = .29$ accounts for only about 10% of the variance between the two ratings.

There appear to be differences among the three states in terms of the relationship among the ratings of secondary school pupils, teachers, and supervisors. There appears to be a statistically significant relationship between secondary school pupil/supervisor ratings ($r = .3555$) and secondary school teacher/supervisor ratings ($r = .4005$) for personnel in the state of Kentucky. No significant relationship were evident within the state of Virginia, and only the ratings of secondary school teacher/supervisors was significant in the state of Wisconsin. Also, there was a negative

Table 24

Pearson Product Correlations Total Scores of Teacher Effectiveness Ratings Among Secondary and Postsecondary Pupils, Teachers and Supervisors for Kentucky, Virginia, Wisconsin and Combined States

	Secondary								Post Secondary							
	Kentucky		Virginia		Wisconsin		Combined States		Kentucky		Virginia		Wisconsin		Combined States	
	N	r	N	r	N	r	N	r	N	r	N	r	N	r	N	r
Pupil/Teacher	51	.2370	39	.1946	30	-.0229	123	.2910*	102	.1828	55	.3285*	106	.2114*	263	.2226*
Pupil/Supervisor	50	.3555*	58	.0990	32	.1807	120	.1826	100	.2858*	75	.2718*	125	.2443*	300	.2639*
Teacher/Supervisor	48	.4005*	45	.1041	30	.3675*	123	.2953*	100	.1849	55	.3686*	106	.1402	261	.2064*

correlation between pupils/teachers ratings in Wisconsin.

In conclusion, states tended to differ with respect to the amount of agreement in ratings of the effectiveness of teachers in the classroom as reflected by the ratings of pupils, teachers, and supervisors. Teachers/supervisors tended to agree more consistently than either pupil/teacher ratings or pupil/supervisor ratings. Only in the state of Wisconsin was a negative correlation observed between pupil/teacher ratings. The evaluation of instruction instrument appears to have differential concurrent validity by states, but does have a certain degree of concurrent validity for pupil/teacher rating and teacher/supervisor ratings when data are combined for the three states.

For the combined data for postsecondary school personnel, all correlations were statistically significant. That is, the correlations for pupil/teachers was statistically significant ($r = .2226$) from zero, as well as pupil/supervisor ratings ($r = .2639$) and teacher/supervisor ratings ($r = .2064$).

Each of the three sets of ratings were statistically significant for pupils, teachers, and supervisors in the state of Virginia, and two sets were statistically significant in Wisconsin (pupil/teacher $r = .2114$) and (pupil/supervisor $r = .2443$). Only one set of correlations was statistically significant for pupils/supervisors in Kentucky ($r = .22858$).

The Evaluation of Instruction Instrument appears to possess a higher degree of concurrent validity for postsecondary pupils, teachers, and supervisors than for secondary school personnel. Also, there appears to be a greater degree of agreement of postsecondary pupils, teachers, and supervisors within each of the three states than existed for secondary school personnel. It seems safe to conclude that states do differ with respect to the concurrent validity of the evaluation of instruction instrument by level of education. It appears to be more valid for postsecondary personnel than secondary school pupils, teachers or supervisors.

Utility Validity

Criterion Question

Are there differences among the three participating states in terms of the ratings of secondary and postsecondary teachers and supervisors as to the usefulness/utility and accuracy of the computerized feedback of the Evaluation of Instruction Instrument for planning a program of professional improvement?

Each teacher and supervisor was asked to respond to four questions concerning the accuracy of pupil, teacher, and supervisor rating and the usefulness of a computerized feedback of these ratings as a means for developing a personalized plan of professional improvement. Table 25 shows the ratings of the secondary vocational instructors to the four questions in each of the three participating states and for the combined three states. Table 26 shows similar ratings for the secondary school supervisors for each of the participating states and the combined states.

For the most part, secondary teachers in the three states believe the rating to be: (a) an accurate assessment of their teaching (88%), (b) believed computer feedback would help in developing a plan of professional improvement (72%), (c) believe student ratings would be helpful in improving teaching practices (92%), and (d) believed supervisors ratings would also be helpful in improving a teacher's classroom practices (79%).

The differences among the three states in terms of the responses of secondary teachers to the four questions were slightly different but did not appear to be large. About 87% - 90% of the teachers believed the Evaluation of Instruction Instrument to be an accurate assessment of their teaching, (b) 66% - 79% believed the computer feedback would be of value in developing a plan of professional improvement, (c) 87% - 97% believed student ratings to be very helpful in improving teaching practices, and (d) 75% - 85% believed supervisors ratings would be helpful in improving teaching practices.

A majority of the secondary teachers in the three states believe the data to be accurate, would be helpful in developing a personalized plan of professional development and that pupil ratings would be of slightly more value than supervisors ratings for improving classroom teaching practices.

Table 25

Usefulness of the Evaluation of Instruction Instruments for Planning Professional Development of Teachers as Perceived by Secondary Teachers

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate description of your teaching?	87.5 (42)	12.5 (6)	87.5 (56)	12.5 (8)	90.6 (29)	9.4 (3)	88.2 (127)	11.8 (17)
Would self-ratings help in improving your teaching?	79.2 (38)	20.8 (10)	70.3 (45)	29.7 (19)	65.6 (21)	34.4 (11)	72.2 (104)	27.8 (40)
Would student ratings help in improving your teaching?	95.8 (46)	4.2 (2)	87.1 (54)	12.9 (8)	96.9 (31)	3.1 (1)	92.3 (131)	7.7 (11)
Would supervisor's ratings help in improving your teaching?	85.4 (41)	14.6 (7)	75.4 (46)	24.6 (15)	77.4 (24)	22.6 (7)	79.3 (111)	20.7 (29)

TE5, #1-4 (Please refer to items 1-4 at end of Teacher Form for exact wording of items.)

Table 26

Usefulness of the Evaluation of Instruction Instruments for Planning Professional Development of Teachers as Perceived by Secondary Supervisors

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate description of instructor's teaching?	98.1 (51)	1.9 (1)	95.5 (64)	4.5 (3)	93.9 (31)	6.1 (2)	96.1 (146)	3.9 (6)
Would teacher's self-ratings help in improving teaching?	75.0 (39)	25.0 (13)	89.6 (60)	10.4 (7)	97.0 (32)	3.0 (1)	86.2 (131)	13.8 (21)
Would student ratings help in improving teaching?	98.1 (51)	1.9 (1)	79.1 (53)	20.9 (14)	97.0 (32)	3.0 (1)	89.5 (136)	10.5 (16)
Would supervisor's ratings help in improving teacher?	75.0 (39)	25.0 (13)	70.1 (47)	29.9 (20)	90.9 (30)	9.1 (3)	76.3 (116)	23.7 (36)

SE4, #1-4 (Please refer to items 1-4 at end of Supervisor Form for exact wording of items.)

The data concerning utility validity for secondary vocational supervisors is shown in Table 26. Based on the combined data for the three states, supervisors believe the data to be: (a) accurate (96.1%), (b) useful for improving teaching (86.2%), (c) student ratings of teachers would help improve teaching practice (89.5%) and (d) supervisor ratings would help improve teaching practice (76.3%).

The data for supervisors are quite similar across the three states. Supervisors in the three states tend to agree that: (a) the data are 98% - 94% accurate, (b) teacher self ratings would improve teaching (97% - 75%), (c) student rating of teachers would help improve teaching (79% - 98%) and supervisor ratings would help improve teaching (70% - 91%). Secondary school supervisors in Virginia did not believe either student rating (79%) or supervisor ratings (70%) would be as much value to teachers as supervisors in the other two states.

Tables 27 and 28 provide similar information as the the utility validity or usefulness of the computerized feedback for postsecondary vocational teachers and supervisors respectively in the three participating states.

The postsecondary teachers in the three states believed the Evaluation of Instruction Instrument and computerized feedback to be: (a) a relatively accurate description of teaching behavior (84.3%), (b) would be helpful in developing a plan of professional development (74.7%), (c) student ratings would be helpful in improving teaching practices (88.7%), and (d) supervisor ratings would be helpful in improving teaching practices (76.8%).

When comparing the data provided by the postsecondary teachers within the three states, there appear to be relatively few differences: (a) 80% - 91% of the teachers believe the data to be accurate, (b) 70% - 80% believe the computer feedback would be helpful in improving teaching, (c) 80% - 96% believe student ratings important to improving teaching, and (d) 72% - 81% believe supervisor ratings would also be helpful for improving teaching practices. Thus, it can be concluded that the Evaluation of Instruction Instrument and the usefulness of the computerized feedback would be helpful for improving teaching practices and possesses a relatively high degree of utility validity for a majority of the postsecondary teachers in the three participating states.

Table 28 shows the utility validity (usefulness) rating of postsecondary vocational supervisors. When viewing the combined responses of the supervisors

Table 27

Usefulness of the Evaluation of Instruction Instruments for Planning Professional Development of Teachers as Perceived by Postsecondary Teachers

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate description of your teaching?	80.4 (78)	19.6 (19)	78.7 (59)	21.3 (16)	90.9 (110)	9.1 (11)	84.3 (247)	15.7 (46)
Would self-ratings help in improving your teaching?	70.1 (68)	29.9 (29)	72.0 (54)	28.0 (21)	80.0 (96)	20.0 (24)	74.7 (218)	25.3 (74)
Would student ratings help in improving your teaching?	80.4 (78)	19.6 (19)	88.0 (66)	12.0 (9)	95.8 (115)	4.2 (5)	88.7 (259)	11.3 (33)
Would supervisor's ratings help in improving your teaching?	72.2 (70)	27.8 (27)	81.3 (61)	18.7 (14)	77.8 (91)	22.2 (26)	76.8 (222)	23.2 (67)

TE5, #1-4 (Please refer to items 1-4 at end of Teacher Form for exact wording of items.)

Table 28

Usefulness of the Evaluation of Instruction Instruments for Planning Professional Development of Teachers as Perceived by Postsecondary Supervisors

KEY: % (N)	KY		VA		WI		TOTAL	
	YES	NO	YES	NO	YES	NO	YES	NO
Accurate description of instructor's teaching?	88.3 (91)	11.7 (12)	77.6 (45)	22.4 (13)	99.3 (134)	.7 (1)	91.2 (270)	8.8 (26)
Would teacher's self-ratings help in improving teaching?	93.2 (96)	6.8 (7)	94.9 (56)	5.1 (3)	74.8 (101)	25.2 (34)	85.2 (253)	14.8 (44)
Would student ratings help in improving teaching?	96.1 (99)	3.9 (4)	100.0 (59)	0.0 (0)	92.6 (125)	7.4 (10)	95.3 (283)	4.7 (14)
Would supervisor's ratings help in improving teaching?	88.3 (91)	11.7 (12)	94.8 (55)	5.2 (3)	93.3 (126)	6.7 (9)	91.9 (272)	8.1 (24)

SE4, #1-4 (Please refer to items 1-4 at end of Supervisor Form for exact wording of items.)

in the three participating states: (a) the data is perceived as relatively accurate (91%), (b) would be helpful for improving teaching practices (85%), (c) student ratings of teachers' classroom performance is very important (95.3%), and (d) supervisor rating of teachers would be helpful in improving teaching practices (92%).

There appear to be no large differences among the three states in terms of the supervisor ratings of the utility validity of the data: (a) 78% - 99.3% believe the ratings to be accurate, (b) 75% - 95% believe self rating would help improve teaching practices, (c) 93% - 100% believe student ratings would be useful in improving teaching practices, and (d) 88% - 95% believe supervisor ratings would assist teachers to also improve teaching practices.

Based on the data provided by secondary and postsecondary teachers and supervisors in the three states, the evaluation of instruction appears to have a relatively high degree of utility validity as judged by teachers and supervisors in the three states. A majority of the teachers and supervisors in each of the states judged the information to be accurate, and useful for planning a program of professional development. Therefore, there are no large differences among the participating states in terms of the utility validity of the data provided by a computerized feedback of information provided by the Evaluation of Instruction Instrument.

Costs

Criterion Question #5

Are their differences among the three participating states in terms of the relative costs for implementing an Evaluation of Instruction Instrument for secondary and postsecondary pupils, teachers, and supervisors.

The 37 item Evaluation of Instruction Instrument was administered to all secondary and postsecondary pupils, teachers and supervisors of each teacher. Each student in one class taught by a teacher completed one instrument assessing the classroom behaviors of the teacher. Each teacher completed one instrument and each supervisor completed one instrument for each teacher supervised.

Prepackaged forms were provided to pupils, teachers and supervisors according to their name and unique code number printed on a table on each

packet. Data were then collected, analyzed and provided to each teacher, supervisor and school by way of a feedback notebook.

The costs relative to implementing the Evaluation of Instruction Instrument in the three participating states are provided by item costs for each state as well as total and average costs and the total and average costs for all three states combined.

The costs for administering the Evaluation of Instruction Instrument are the same as for the needs assessment instrument since, in this project, both instruments were administered at the same time. Thus, the major difference in using only one of the instruments would be in the number of instruments used, scored and analyzed. Amount of computer time may be less if only one set of instruments were used. In this study, since both instruments were analyzed at the same time, computer time cannot be separated for the two instruments.

Table 29 shows the cost data for the three participating states and the combined data for all three states for implementing the Evaluation of Instruction Instrument. A combined total of 7,136 evaluation of instruction instruments plus 506 background information forms were used in this study. The number of people participating was 5,777 pupils, 453 teachers and 53 supervisors who completed one form for each of 453 teachers. The total cost of the project was $12,049.75 or an average of $23.81 per teacher and supervisor.

While there are differences among the three participating states in terms of total and average costs, these differences are relatively small and can be explained in terms of differing numbers of pupils, teachers and supervisors who participated in the project. The average cost for administering the instruments to pupils, teachers and supervisors, as well as scoring, analyzing the data and providing a computerized feedback notebook of the data to individual teachers, supervisors and the school was on the average $23-$24 per teacher/supervisor.

The general conclusion is that the cost per teacher for implementing a procedure is relatively inexpensive in terms of the amount and accuracy of the information as a means of facilitating staff development for teachers, vocational departments and vocational schools.

Table 29

Comparative Costs of Secondary and Postsecondary Vocational Pupils, Teachers and Supervisors on the Evaluation of Instruction Instrument for Three Participating States

		Kentucky					Virginia					Wisconsin					Combined Group Materials				
		P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost	P	T	S	Total N	Total Cost
Background form 1/teacher/supervisor	.05		152	20	172	8.60		142	16	158	7.90		159	17	176	8.80		453	53	506	25.30
Scoring 1/teacher/supervisor	.25		152	20	172	43.00		142	16	158	39.50		159	17	176	44.00		453	53	506	126.50
Evaluation instrument 1/teacher sup/pupil	.05	1890	152	152	2194	109.70	1654	142	142	1938	96.90	2233	159	159	2551	127.55	5777	453	906	7136	356.80
Scoring	.25	1890	152	152	2194	548.50	1654	142	142	1938	484.50	2233	159	159	2551	637.75	5777	453	906	7136	1624.10
Preprinted computer paper	1.00		152	20	172	172.00		142	16	158	158.00		159	17	176	176.00		453	53	506	506.00
Computer time (app. .1ma)	$.15/mn		152	20	172	2530.00		142	16	158	2370.00		159	17	176	2640.00		453	53	506	7590.00
Paper feedback notebook	3.00		152	20	172	516.00		142	16	158	474.00		159	17	176	528.00		453	53	506	1518.00
I.D. labels 2/student/teacher x 2	.02		304	20	324	6.48		284	16	300	6.00		318	17	335	6.70		906	53	959	19.18
Packet envelopes 2/student/teacher x 2	.15 each		304	20	324	48.60		284	16	300	45.00		318	17	335	50.25			53	959	143.85
I.D. labels teacher/supervisor	.02		152	20	172	3.44		142	16	158	3.16		159	17	176	3.52		453	53	506	10.12
Packet envelopes teacher supervisor	.15 each		152	20	172	25.80		142	16	158	23.70		159	17	176	26.40		453	53	506	75.90
Total						4063.12 $\bar{x}$ 23.62					3708.66 $\bar{x}$ 23.47					4248.97 $\bar{x}$ 24.14					12,049.75

Part V: Summary, Conclusions and Recommendations

Purpose

The purpose of this report was to test the external validity and reliability of a set of needs assessment and Evaluation of Instructions Instruments for in-service secondary and postsecondary instructors for the three states of Kentucky, Virginia and Wisconsin. These states were purposely selected because of the different structure of vocational education within these states. Kentucky offered vocational education in the secondary schools and recently has emphasized vocational education in postsecondary schools. Virginia offered vocational education in secondary schools and in community colleges. Wisconsin historically has offered vocational education in secondary schools and specialized postsecondary vocational institutes.

Rationale

The rationale for the staff development procedure tested in this project was that in order to continuously improve the quality of vocational instruction, it is necessary to provide teachers with both valid and reliable information relative to the teaching performance as perceived by their students, by themselves and by their immediate supervisors. In addition, this information needs to be aggregated and communicated to individual teachers, supervisors and school systems in such a way that the information can be used to: (a) more effectively develop a plan of professional development and (b) to more effectively communicate differences in perceptions of pupils, teachers and students in this manner, it seems plausible that teaching practices and job responsibility can be improved for in-service vocational instructors.

The specific objective of the project was to assess the validity and reliability of a professional needs assessment instrument and an Evaluation of Instruction instrument as they related to secondary and postsecondary pupils, teachers and supervisors in the three participating states. Specific criterion questions concerning the differences among the three

states for secondary and postsecondary personnel were posed separately for each of the two instruments. The specific criterion questions pertained to: (a) the reliability, (b) content validity, (c) concurrent validity, (d) utility validity and (e) relative costs.

Design

The design of the study requested that each teacher and supervisor complete: (a) a background information form, (b) 110 item professional needs assessment form for each teacher and for each teacher supervised and (c) a 37 item Evaluation of Instruction Instrument for each teacher and each teacher supervised. In addition, one class of students was asked to complete: (a) a 40 item needs assessment form for their instructor and (b) a 37 item Evaluation of Instruction form. In this way, a teacher was assessed first by themselves, then by students and finally by their immediate supervisor on two separate instruments. These data were subsequently analyzed, and aggregated into a feedback report for each individual teacher, supervisor and for the total school.

Instrumentation

The 110 items needs assessment instrument was designed to: (a) identify the tasks which are currently or may be performed by a teacher and (b) to assess the extent to which a teacher is perceived to need to improve on each of the tasks. The instrument was based on many of the competencies listed in the 100 CBE modules developed by the National Center for Vocational Education.

The Evaluation of Instruction Instrument was developed as a result of two pilot test efforts in Minnesota and a review of literature concerning teacher effectiveness. The purpose of this instrument was to assess the perceived appropriateness/effectiveness of the classroom behavior of each vocational instructor.

Population Sample

The sample consisted of all secondary and postsecondary teachers, supervisors and one class of students in four secondary and ten postsecondary vocational schools in the states of Kentucky, Virginia and Wisconsin. A total of 5,777 students participated in the study of which 2,425 were

secondary students and 3,352 were postsecondary students. Also, a total of 145 secondary teachers and 308 postsecondary teachers participated in the study together with 21 secondary and 19 postsecondary supervisors respectively. The distribution of male and female teachers was approximately the same for each of the three states; about 60% were male and 40% were female teachers respectively for the most part, the fields of: (a) T&I, (b) technical, (c) office occupations, (d) health occupations and (e) home economics. The remaining fields accounted for a very small proportion of the sample.

The distribution of age, number of years of teaching, worker experience and amount of education were quite similar for the teachers in the three states. Secondary vocational instructors tended to be younger, had less technical work experience than postsecondary teachers.

Findings and Conclusions

The findings are presented separately for the needs assessment instrument and the evaluation of Instruction instrument as they relate to each of the five criterion questions concerning: (a) reliability, (b) content validity, (c) concurrent validity, (d) utility validity, and (d) relative costs. In both instances, the general criterion was asked: Are there differences among the three states in terms of the reliability, validity and costs of the project in terms of secondary and postsecondary pupils, teachers and supervisors.

Needs Assessment Findings/Conclusions

The first set of findings/conclusions are based first on the criterion question that relate to the needs assessment instrument. The five criterion questions relate to the concepts of: (a) reliability, (b) content validity, (c) concurrent validity, (d) utility validity and (e) relative cost.

Reliability: There were no differences among the three states in terms of Internal consistency reliability for secondary and postsecondary pupils, teachers, or supervisors on either the 110 item teacher/supervisor needs assessment form or the 40 item student needs assessment form. All of the reliability coefficients for teachers, supervisor by each of the 11 scales

of the instrument were .85 or above. The reliability for the total score on the student instrument was also .85 or above for both secondary and postsecondary students in the three states.

Content validity: There were differences among the three states in terms of the percent of items rated by pupils, teachers and supervisors as being relevant to the role of the teacher. About 80%-85% of the task statements were judged by teachers and supervisors as relevant for teachers. It was obvious that some states emphasized certain competencies more than others. Also, there appeared to be differences in content validity ratings between secondary and postsecondary personnel. Postsecondary personnel as pupils, teachers and supervisors judged a greater proportion of the items as relevant than did the secondary school vocational personnel.

Concurrent validity: The needs assessment instrument had relatively little concurrent validity in terms of the relationship among pupil, teacher and supervisor ratings for either secondary or postsecondary personnel in the three states. Coefficients of agreement were generally low for secondary and postsecondary personnel within each state. However, there seemed to be a greater degree of agreement for postsecondary pupils, teachers and supervisors than for their secondary counterparts. It was obvious that teachers have quite different perceptions of their teaching role and needs than either pupils or their supervisors.

Utility validity: There were no major differences in the judgments of secondary or postsecondary pupils, teachers or supervisors as to the accuracy or usefulness of the data for improving teaching practices or developing a plan for professional growth. 80% - 100% of teachers and supervisors in the three states agreed the data provided to teachers were accurate and useful, but that student ratings of teachers were of greatest comparative value to the teacher than supervisor ratings.

Relative costs: There were no differences among the three states in terms of the average cost for implementing the needs assessment instrument for secondary and postsecondary personnel which could not be accurate for by the different numbers of pupils, teachers or supervisors who participated in the study in each state. The average cost per teacher/supervisor in each state ranged from $23-$24. Data were not analyzed specially for secondary and postsecondary personnel due to the relatively small numbers of teachers and supervisors within a state at the secondary school level.

Findings/Conclusions Evaluation of Instruction

The findings and conclusions related to the Evaluation of Instruction Instrument are presented in terms of the original criterion questions concerning the differences among the vocational personnel in the three participating states in terms of: (a) reliability, (b) content validity, (c) concurrent validity, (d) utility validity, and (e) relative costs.

Reliability: There were no differences among the three states in terms of the internal consistency reliability coefficients for secondary and postsecondary pupils, teachers or supervisors on the evaluation of instruction instrument. Coefficients for students, teachers, and supervisors at the secondary and postsecondary level were all r = .85 or higher. This is well within the range of acceptance.

Content validity: There were differences among the states in terms of the proportion of items judged to be related to the classroom behavior of teachers, however, these differences were more evident for secondary pupils, teachers, and supervisors. A larger proportion of the postsecondary pupils, teachers and supervisors judge the items to be more relevant than their secondary school counterparts. This may suggest pupils at the secondary and postsecondary level tended to rate the items consistently less relevant than teachers or supervisors.

Concurrent validity: There were no differences among the three states in terms of the extent of agreement among the ratings of secondary and postsecondary pupils, teachers and students on the evaluation of instruction instrument. That is, relatively few of the correlated ratings were found to be statistically significant from zero. This implies that secondary and postsecondary pupils, teachers and supervisors have quite different perceptions of the appropriate classroom behavior of teachers. While the differences are not great, the Evaluation of Instruction Instrument seems to provide greater amounts of agreement for postsecondary pupils, teachers and supervisors than for secondary school personnel.

Utility validity: There were only slight differences among the three states in terms of the utility validity of the Evaluation of Instruction data as perceived by secondary and postsecondary teachers and supervisors. Teachers and supervisors agreed that: (a) 80%-90% of the data were accurate, (b) data would be helpful to teachers, and (c) believed student evaluations of the teachers was of slightly more value to a teacher than supervisor rating of a teacher. The instrument seems to possess utility validity for a majority of the secondary and postsecondary teachers and supervisors.

Relative costs: There were no differences among the three states in terms of the average cost for implementing the needs assessment instrument for secondary and postsecondary personnel which could not be accurate for by the different numbers of pupils, teachers or supervisors who participated in the study in each state. The average cost per teacher/supervisor in each state ranged from $23-$24. Data were not analyzed specially for secondary and postsecondary personnel due to the relatively small numbers of teachers and supervisors within a state at the secondary and school level.

Recommendations and Discussion

The purpose of this study was to test the external validity of a staff development procedure using a set of professional needs assessment forms and a set of evaluation of instruction forms which were responded to by self evaluations of teachers and similar assessments by their students and immediate supervisors in selected secondary and postsecondary vocational schools in three participating states.

The data reported in this study is limited to the responses provided by the participants in this study and thus only provides descriptive information concerning the psychometric characteristics of the instruments and their potential use in other school settings.

In this sense, establishing the reliability and validity of those instruments is not a one time study, but rather an ongoing process. The recommendations are therefore presented first in terms of the psychometric characteristics of the two sets of instruments and secondly in terms of the general considerations for continued use of the instruments, the feedback reports and their subsequent uses.

1. Both instruments have high internal consistency reliability, but there is a need to determine the test-retest stability for all forms of the instruments and for various student, teacher population.
2. Not all of the items appear to have content validity for teachers or supervisors at the secondary and postsecondary levels. Instrument/item revisions may be necessary.
3. Other procedures or instruments need to be used to assess the predictive, concurrent and construct validity of the instruments. Experimental longitudinal studies that relate external measures of success to teacher characteristics or to teacher education credits or instruction may be required.
4. The face and utility validity of the accuracy and usefulness of the feedback data needs to be further and more critically explored.
5. The general cost/effectiveness of the procedure needs to be further explored. In other words, is the accuracy and amount of data provided by the procedure worth the cost of implementation. This also would necessarily have to require a longitudinal staff development procedure using various methods of formative and summarative evaluations.

6. Additional work needs to be done in order to determine if both the professional needs assessment instruments and/the Evaluation of Instruction instruments need to be used for a program of staff development.

Implementing Staff Development

As a result of planning for and conducting the staff development project in the three states, considerable knowledge and insight was gained in terms of identifying several specific "do" and "don'ts" for implementing a program of staff development. The purpose of this part of the recommendations is to provide a list of the procedural cautions before implementing any program of staff development.

Procedural Cautions for Staff Development Programs

1. Secure the approval of the chief school official.
2. Insure that the local Board of Education is supportive of a program of staff development.
3. Insure that there are sufficient human and financial resources necessary to conduct and maintain a program of staff development.
4. Establish an advisory team composed of lead instructors, supervisors, and some students representing various program areas.
5. Obtain and critique available information models or instruments which may exist concerning procedures for implementing a program of staff development.
6. Members of the staff advisory committee select the best staff development procedure, model or material from what exists which meets the immediate and long range staff development needs of the teachers and the total school system.
7. Inform the teaching staff and other concerned individuals about the purpose, procedures and potential benefit of the staff development program.
8. Assure the teachers that all information will be confidential and in no way will it affect their employment, salary, job assignment, but rather will be used only for their self improvement and continued professional growth.

9. Develop and/or secure the necessary software and hardware necessary to implement the program of staff development.
10. Pilot test the staff development procedure with a few select programs using the materials/procedures selected as most appropriate.
11. Modify the materials or procedures as necessary based on the results of the pilot test effort.
12. Implement and maintain a continuous program of staff development according to some pre-specified, systematic plan.

Summary

The purpose of the recommendations was to: (a) suggest additional work which needs to be done in order to further validate the two instruments and feedback procedure used in this study and (b) to suggest a list of procedural steps on cautions which need to be considered by school officials and concerned personnel before implementing a program of staff development for in-service vocational teachers. The concept of staff development for in-service teachers will continue to be of extreme importance in the future as the concern for quality of vocational instruction increases, but it can also be a very threatening experience for participating teachers if it is not presented and implemented with integrity, confidentiality, and professionalism.

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Cotrell, C. J., Chare, S. A., and Molnar, M. J. *Model curricula for vocational and technical teacher education, performance requirements for teachers.* Center for Vocational and Technical Education, Ohio State University, Columbus, 1971.

APPENDIX A

NEEDS ASSESSMENT INSTRUMENTS

a) Background Information Instrument
b) Teacher
c) Supervisor
d) Student

STAFF DEVELOPMENT
FOR VOCATIONAL EDUCATION PERSONNEL
BACKGROUND INFORMATION

Minnesota Research and Development Center for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

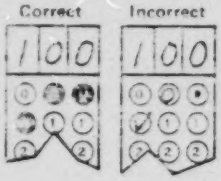
INTRODUCTION

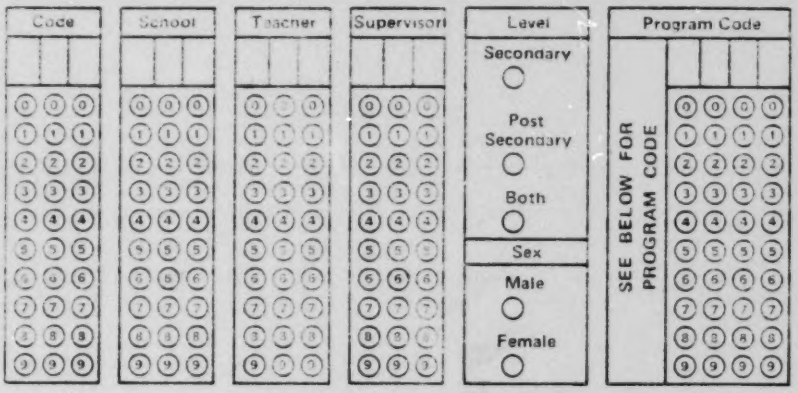
Your responses to the questions on this questionnaire will be useful in identifying current and future staff development needs. Your individual responses will be kept in strict confidence and will not be shared with anyone. All responses to these questions will be reported in aggregate form only.

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect





PROGRAM CODES

DIRECTIONS: *Do not read the entire list of program codes.*

1. Think of the name of the program you teach.
2. Locate your program within one of the major areas below.
3. If you do not find your program, select the next most likely major area and attempt to identify your program.
4. If you still do not find your program, mark "other" for the major area in which you feel your program best belongs.

OTHER
9010 Related Instruction
9020 Special Needs
9090 Other

AGRICULTURE
1010 Agricultural Production
1020 Agricultural Supplies Services
1030 Agricultural Mechanics
1040 Agricultural Products
1050 Ornamental Horticulture
1060 Agricultural Resources
1070 Forestry
1090 Other

DISTRIBUTION
2010 Advertising Services
2020 Apparel and Accessories
2030 Automotive
2040 Finance and Credit
2050 Floristry
2060 Food Distribution
2070 Food Services
2080 General Merchandise
2090 Hardware, Building Materials
2100 Home Furnishings
2110 Hotel and Lodging
2120 Industrial Marketing
2130 Insurance
2140 International Trade
2150 Personal Services
2160 Petroleum
2170 Real Estate
2180 Recreation and Tourism
2190 Transportation
2200 Retail Trade, Other
2210 Wholesale Trade, Other
2990 Other

HEALTH
3101 Dental Assistant
3102 Dental Hygienist (Associate Degree)
3103 Dental Laboratory Technology
3199 Other Dental
3203 Medical Laboratory Assisting
3299 Other Medical Laboratory Technology
3301 Nursing (Associate Degree)
3302 Practical (Vocational) Nursing
3303 Nursing Assistant (Aide)
3305 Surgical Technology
3399 Other Nursing
3401 Occupational Therapy
3402 Physical Therapy
3499 Other Rehabilitation
3501 Radiologic Technology
3503 Nuclear Medical Technology
3599 Other Radiologic
3600 Ophthalmic
3700 Environmental Health
3800 Mental Health Technology
3803 Inhalation Therapy Technology (Respiratory)
3804 Medical Assistant
3805 Health Aide
3807 Medical Emergency Technician
3809 Mortuary Science
3990 Other

CONSUMER AND HOMEMAKING
4101 Comprehensive Homemaking
4102 Child Development
4103 Clothing and Textiles
4104 Consumer Education
4106 Family Relations
4107 Food and Nutrition
4108 Home Management
4109 Housing and Home Furnishings
4199 Other

OCCUPATIONAL HOME ECONOMICS
4201 Care and Guidance of Children
4202 Clothing Mgmt., Production and Services
4203 Food Management, Production and Services
4204 Home Furnishing, Equipment and Services
4205 Institutional & Home Management & Services
4299 Other

OFFICE
5100 Accounting and Computing Occupations
5201 Computer and Console Operators
5203 Programmers
5299 Other Business Data Processing
5300 Filing, Office Machines, Clerical Occupations
5400 Information Communication Occupations
5500 Materials Support, Transportation, etc.
5600 Personnel Training and Related Occupations
5700 Steno., Secretarial and Related Occupations
5800 Supervisory and Admin. Mgmt. Occupations
5900 Typing and Related Occupations
5999 Other

TECHNICAL
6101 Aeronautical Technology
6103 Architectural Technology
6104 Automotive Technology
6105 Chemical Technology
6106 Civil Technology
6107 Electrical Technology
6108 Electronic Technology
6109 Electromechanical Technology
6110 Environmental Control Technology
6111 Industrial Technology
6112 Instrumental Technology
6113 Mechanical Technology
6114 Metallurgical Technology
6117 Scientific Data Technology
6601 Commercial Pilot Training
6602 Fire and Fire Safety Technology
6603 Forestry Technology
6604 Oceanographic Technology
6605 Police Science
6991 Air Pollution Technology
6992 Water and Waste Water Technology
6999 Other

TRADES AND INDUSTRY
7100 Air Conditioning
7110 Appliance Repair
7120 Body and Fender Repair
7130 Auto Mechanics
7199 Other Automotive
7200 Aviation Occupations
7210 Blueprint Reading
7220 Business Machine Maintenance
7230 Commercial Art Occupations
7240 Commercial Fishery Occupations
7250 Commercial Photography Occupations
7260 Carpentry
7270 Electricity
7280 Masonry
7290 Plumbing and Pipefitting
7299 Other Construction and Maintenance Trades
7300 Custodial Service
7310 Diesel Mechanic
7320 Drafting Occupations
7330 Electrical Occupations
7340 Electronic Occupations
7350 Fabric Maintenance Services
7360 Foremanship Supervisor & Mgmt. Development
7370 Graphic Arts Occupations
7380 Industrial Atomic Energy Occupations
7390 Instrument Maint. and Repair Occupations
7391 Maritime Occupations
7392 Machine Shop
7393 Machine Tool Occupations
7394 Sheet Metal
7395 Welding and Cutting
7396 Tool and Die Making
7399 Other Metal-working Occupations
7400 Metallurgy Occupations
7410 Barbering
7420 Cosmetology
7499 Other Personal Services
7500 Plastics Occupations
7510 Firefighter Training
7520 Law Enforcement Training
7599 Other Public Services
7600 Quantity Food Occupations
7610 Refrigeration
7620 Small Engine Repair
7630 Stationary Energy Sources Occupations
7640 Textile Production and Fabrication
7650 Leather Working
7660 Upholstering
7670 Woodworking Occupations
7680 Truck Driving
7699 Other

Continue on back.

DIRECTIONS: Please blacken the circle beside the answer you want to give.

1. What is your present position?
   - ○ Classroom Instructor
   - ○ Department Head/Supervisor
   - ○ Counselor
   - ○ Co-op Coordinator
   - ○ Administrator
   - ○ Other (Please specify)_____

2. What age category are you in?
   - ○ Under 25
   - ○ 26-30
   - ○ 31-35
   - ○ 36-40
   - ○ 41-45
   - ○ 46-50
   - ○ 51-55
   - ○ 56-60
   - ○ Over 60

3. Indicate your total years of vocational education teaching experience.
   - ○ Less than 1 year
   - ○ 1-2 years
   - ○ 3-4 years
   - ○ 5-6 years
   - ○ 7-8 years
   - ○ 9-10 years
   - ○ More than 10 years

4. Indicate the number of years of work experience you have completed which is directly related to the courses you currently are teaching?
   - ○ Does not apply
   - ○ None
   - ○ Less than 1 year
   - ○ 1-2 years
   - ○ 3-4 years
   - ○ 5-6 years
   - ○ 7-8 years
   - ○ 9-10 years
   - ○ 11-12 years
   - ○ 13-14 years
   - ○ 15-16 years
   - ○ 17-18 years
   - ○ 19-20 years
   - ○ More than 20 years

5. Indicate the number of months of work experience you have completed during the past five years.
   - ○ None
   - ○ Less than 1 month
   - ○ 1-4 months
   - ○ 5-8 months
   - ○ 9-12 months
   - ○ 13-16 months
   - ○ 17-20 months
   - ○ 21-24 months
   - ○ 25-28 months
   - ○ 29-32 months
   - ○ 33-36 months
   - ○ 37-48 months
   - ○ More than 48 months

6. Indicate highest degree or diploma earned.
   - ○ None
   - ○ High School/G.E.D.
   - ○ Technical Diploma
   - ○ Associate's Degree
   - ○ Bachelor's Degree
   - ○ Master's Degree
   - ○ Education Specialist
   - ○ Doctor's Degree

7. Are you currently working on a degree?
   - ○ Yes
   - ○ No

8. How many professional teacher education courses have you completed for which you received college or university credit? (Examples: Methods of Teaching; Philosophy of Vocational Education; Curriculum Construction)
   Do not include technical courses!
   - ○ None
   - ○ 1-3 courses
   - ○ 4-6 courses
   - ○ 7-9 courses
   - ○ 10-15 courses
   - ○ 16-20 courses
   - ○ 21-25 courses
   - ○ More than 25 courses

9. How many professional teacher education courses have you completed during the past two years for which you received college or university credit?
   - ○ None
   - ○ 1 course
   - ○ 2 courses
   - ○ 3 or 4 courses
   - ○ 5 or 6 courses
   - ○ 7 or 8 courses
   - ○ 9 or 10 courses
   - ○ More than 10 courses

10. Are teachers in your school encouraged to participate in activities that will help them become better teachers?
    - ○ Yes
    - ○ No

11. Are teachers in your school provided useful assistance in developing a personalized plan for professional self-development?
    - ○ Yes
    - ○ No

12. Do you feel that the present in-service staff development efforts in your school are adequate?
    - ○ Yes
    - ○ No

13. Do you feel that systematic efforts in in-service staff development are important?
    - ○ Yes
    - ○ No

14. How much money should be spent on in-service staff development per teacher per year?
    - ○ Less than $50
    - ○ $50 - $100
    - ○ $101 - $300
    - ○ $301 - $500
    - ○ $501 - $700
    - ○ $701 - $900
    - ○ $901 - $1000
    - ○ More than $1000

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SE713-2162/ODF-54321

STAFF DEVELOPMENT
PROFESSIONAL NEEDS ASSESSMENT
for Vocational Teachers

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

RDC

TEACHER FORM

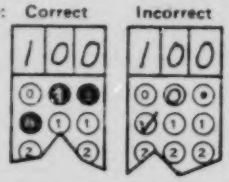
INTRODUCTION

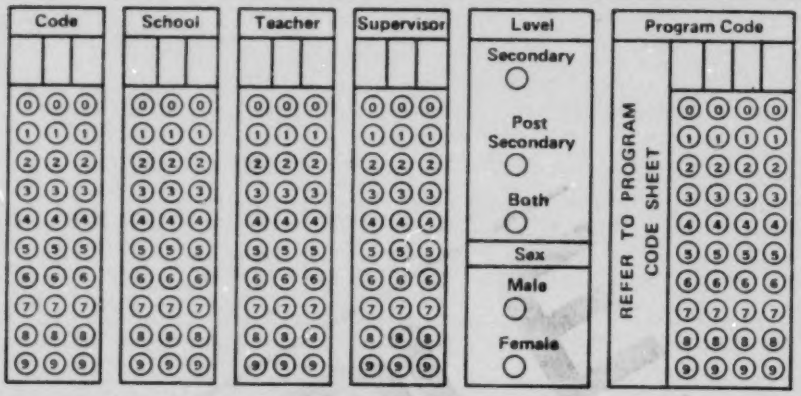
This questionnaire, which contains a comprehensive list of professional teaching competencies, is provided for you to identify your specific professional needs as they relate to your present teaching responsibilities. *Your individual responses will be kept in strict confidence and will be reported back only to you.*

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect





DIRECTIONS: *Please read directions carefully.*

1. Read each item and indicate to the left of the item whether it is a competency that is or is not relevant to your present position. Blacken (Y) for Yes or blacken (N) for No.
2. If you indicated "No" to an item, do not rate your need to improve for that item. Continue to the next statement.
3. Only if you indicated "Yes" to an item should you then rate your need to improve for that item. A rating of (1) indicates *no improvement* is needed and (7) indicates a *very high need to improve.*

Note: This is not an evaluation of your teaching performance, but rather a self assessment intended to identify areas in which you think there is room for improvement. Please respond as accurately as you can.

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		EXAMPLES:					
(Y)		A. Use the blackboard.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	(N)	B. Return tests promptly.	(1)	(2)	(3)	(4)	(5)	●	(7)
		I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION					
(Y)	(N)	1. Plan a community survey to identify local employer demands and student occupational interests.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	2. Collect and interpret employer demand and student occupational interest information.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	3. Apply the findings of a community survey to your vocational program.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	4. Organize or reorganize an occupational advisory committee.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	5. Maintain an occupational advisory committee.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	6. Use an advisiory committee to set vocational program goals and objectives.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	7. Develop long-range plans for your vocational program.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	9. Conduct a continuous student follow-up study of former students.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	10. Evaluate your vocational program.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

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RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		II. INSTRUCTIONAL PLANNING					
Y	N	11. Develop a philosophy for your vocational program.	1	2	3	4	5	6	7
Y	N	12. Develop a course of study.	1	2	3	4	5	6	7
Y	N	13. Determine and analyze the instructional needs of students.	1	2	3	4	5	6	7
Y	N	14. Write student performance objectives.	1	2	3	4	5	6	7
Y	N	15. Plan and write a unit of instruction.	1	2	3	4	5	6	7
Y	N	16. Write a lesson plan.	1	2	3	4	5	6	7
Y	N	17. Obtain appropriate student instructional materials.	1	2	3	4	5	6	7
Y	N	18. Design and prepare teacher-made instructional materials.	1	2	3	4	5	6	7
		III. INSTRUCTIONAL TECHNIQUES					
Y	N	19. Organize and introduce a lesson.	1	2	3	4	5	6	7
Y	N	20. Summarize a lesson for students.	1	2	3	4	5	6	7
Y	N	21. Demonstrate a manipulative skill.	1	2	3	4	5	6	7
Y	N	22. Give a lecture.	1	2	3	4	5	6	7
Y	N	23. Direct individual and/or group field trips.	1	2	3	4	5	6	7
Y	N	24. Conduct group discussions, panel discussions and symposiums.	1	2	3	4	5	6	7
Y	N	25. Stimulate learning through brainstorming and buzz groups.	1	2	3	4	5	6	7
Y	N	26. Facilitate student learning through role playing techniques.	1	2	3	4	5	6	7
Y	N	27. Organize and direct student laboratory experiences.	1	2	3	4	5	6	7
Y	N	28. Direct students in applying problem-solving techniques.	1	2	3	4	5	6	7
Y	N	29. Direct students in acquiring skills, attitudes, or concepts using the project method.	1	2	3	4	5	6	7
Y	N	30. Employ oral questioning techniques in a planned lesson to guide student's thinking.	1	2	3	4	5	6	7
Y	N	31. Conduct a lesson using reinforcement techniques.	1	2	3	4	5	6	7
Y	N	32. Design a lesson which considers individual differences of students.	1	2	3	4	5	6	7
Y	N	33. Present information using illustrations from your occupational speciality.	1	2	3	4	5	6	7
Y	N	34. Demonstrate a concept or principle from your occupational specialty.	1	2	3	4	5	6	7
Y	N	35. Plan, present and evaluate a lesson as a team teaching member.	1	2	3	4	5	6	7
Y	N	36. Present information using a subject matter expert.	1	2	3	4	5	6	7
Y	N	37. Develop bulletin boards and exhibits.	1	2	3	4	5	6	7
Y	N	38. Present a lesson using models, flannel boards or real objects.	1	2	3	4	5	6	7
Y	N	39. Present information using overhead or opaque projectors.	1	2	3	4	5	6	7
Y	N	40. Present information using films, filmstrips and slides.	1	2	3	4	5	6	7
Y	N	41. Present information with televised and videotaped materials.	1	2	3	4	5	6	7
Y	N	42. Present information using records and tapes.	1	2	3	4	5	6	7
Y	N	43. Present information with chalkboard and flip chart.	1	2	3	4	5	6	7
		IV. PERSONALIZED INSTRUCTION					
Y	N	44. Organize and direct students to help instruct other students.	1	2	3	4	5	6	7
Y	N	45. Direct independent and group study of students.	1	2	3	4	5	6	7
Y	N	46. Direct individualized or personalized instruction.	1	2	3	4	5	6	7
Y	N	47. Adjust instructional activities or methods to meet the needs and abilities of students.	1	2	3	4	5	6	7
Y	N	48. Use instructional contracts for individualized or personalized instruction.	1	2	3	4	5	6	7
Y	N	49. Direct programmed instruction.	1	2	3	4	5	6	7
Y	N	50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.	1	2	3	4	5	6	7
Y	N	51. Identify students who need special assistance to succeed in your vocational program.	1	2	3	4	5	6	7
Y	N	52. Refer handicapped and disadvantaged students for diagnostic and/or special services.	1	2	3	4	5	6	7
Y	N	53. Identify chemical dependent students (e.g., excessive alcohol and drug users).	1	2	3	4	5	6	7
Y	N	54. Refer chemical dependent students to appropriate agencies or services for professional assistance.	1	2	3	4	5	6	7

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low		Medium		High	Very High
		V. INSTRUCTIONAL EVALUATION							
Y	N	55. Establish standards for student performance.	1	2	3	4	5	6	7
Y	N	56. Develop a paper and pencil test to assess student knowledge of the subject.	1	2	3	4	5	6	7
Y	N	57. Develop a test or similar device to assess student attitudes toward the subject area.	1	2	3	4	5	6	7
Y	N	58. Develop a test or system to assess the technical skill level of students.	1	2	3	4	5	6	7
Y	N	59. Determine student grades or performance levels in the program.	1	2	3	4	5	6	7
Y	N	60. Evaluate your own instructional effectiveness.	1	2	3	4	5	6	7
		VI. INSTRUCTIONAL MANAGEMENT							
Y	N	61. Identify and plan future instructional resource needs.	1	2	3	4	5	6	7
Y	N	62. Prepare financial budgets and reports for your program.	1	2	3	4	5	6	7
Y	N	63. Purchase or arrange for purchasing supplies and equipment.	1	2	3	4	5	6	7
Y	N	64. Maintain a filing system.	1	2	3	4	5	6	7
Y	N	65. Develop a safety program based on local, state, and federal safety regulations.	1	2	3	4	5	6	7
Y	N	66. Explain accident and safety procedures.	1	2	3	4	5	6	7
Y	N	67. Develop a system for administering preventive and corrective classroom discipline.	1	2	3	4	5	6	7
Y	N	68. Organize a vocational laboratory.	1	2	3	4	5	6	7
Y	N	69. Manage and maintain a vocational laboratory.	1	2	3	4	5	6	7
		VII. GUIDANCE							
Y	N	70. Clarify your own personal and social values.	1	2	3	4	5	6	7
Y	N	71. Accept students with different or unique personal social values.	1	2	3	4	5	6	7
Y	N	72. Identify and interpret student personal or cumulative information.	1	2	3	4	5	6	7
Y	N	73. Gather student data through personal contacts.	1	2	3	4	5	6	7
Y	N	74. Assist students to identify personal, educational, and career needs through teacher-student conferences.	1	2	3	4	5	6	7
Y	N	75. Provide information on educational and career opportunities.	1	2	3	4	5	6	7
Y	N	76. Teach job and education seeking skills.	1	2	3	4	5	6	7
		VIII. SCHOOL-COMMUNITY RELATIONS							
Y	N	77. Develop a plan to improve and maintain school-community relations.	1	2	3	4	5	6	7
Y	N	78. Make presentations to school and community groups to promote your program.	1	2	3	4	5	6	7
Y	N	79. Design and provide brochures to inform the school and community about your program.	1	2	3	4	5	6	7
Y	N	80. Design and provide displays in the school and community on your program.	1	2	3	4	5	6	7
Y	N	81. Prepare news releases and articles to promote your program.	1	2	3	4	5	6	7
Y	N	82. Plan and present television and radio programs to promote your program.	1	2	3	4	5	6	7
Y	N	83. Plan and conduct an open house for your program.	1	2	3	4	5	6	7
Y	N	84. Provide services to members of the community (e.g., adult evening classes).	1	2	3	4	5	6	7
Y	N	85. Cooperate with state and local educators.	1	2	3	4	5	6	7
Y	N	86. Obtain feedback from the school and community concerning your program.	1	2	3	4	5	6	7
		IX. STUDENT VOCATIONAL ORGANIZATIONS							
Y	N	87. Develop a personal philosophy toward student vocational organizations.	1	2	3	4	5	6	7
Y	N	88. Establish a student vocational organization.	1	2	3	4	5	6	7
Y	N	89. Assist students in preparing for leadership roles in student vocational organizations.	1	2	3	4	5	6	7
Y	N	90. Assist students in developing and financing a yearly program of activities for their vocational organization.	1	2	3	4	5	6	7
Y	N	91. Supervise activities of student vocational organizations.	1	2	3	4	5	6	7
Y	N	92. Provide learning experiences for students through vocational organization competitive events.	1	2	3	4	5	6	7

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		X. PROFESSIONAL ROLE AND DEVELOPMENT					
Y	N	93. Keep up-to-date in your profession and occupational specialty.	1	2	3	4	5	6	7
Y	N	94. Develop and maintain active involvement in professional teaching organizations.	1	2	3	4	5	6	7
Y	N	95. Develop and maintain a professional philosophy of education/ teaching.	1	2	3	4	5	6	7
Y	N	96. Develop and maintain active involvement in school and community affairs.	1	2	3	4	5	6	7
Y	N	97. Obtain and maintain a teaching position in keeping with your professional qualifications.	1	2	3	4	5	6	7
Y	N	98. Plan and provide laboratory experiences for student teachers.	1	2	3	4	5	6	7
Y	N	99. Plan the student teaching experience.	1	2	3	4	5	6	7
Y	N	100. Supervise student teachers.	1	2	3	4	5	6	7
		XI. COORDINATION					
Y	N	101. Establish standards and procedures for operating a cooperative vocational education program.	1	2	3	4	5	6	7
Y	N	102. Establish and apply policies for managing student attendance, transfers and terminations.	1	2	3	4	5	6	7
Y	N	103. Recruit and enroll prospective students.	1	2	3	4	5	6	7
Y	N	104. Identify and secure prospective training stations for co-op students.	1	2	3	4	5	6	7
Y	N	105. Place co-op students in appropriate training stations.	1	2	3	4	5	6	7
Y	N	106. Develop the training ability of on-the-job supervisors.	1	2	3	4	5	6	7
Y	N	107. Coordinate and supervise on-the-job instruction.	1	2	3	4	5	6	7
Y	N	108. Evaluate on-the-job student performance.	1	2	3	4	5	6	7
Y	N	109. Plan and conduct related instruction.	1	2	3	4	5	6	7
Y	N	110. Plan and conduct an employer-employee appreciation event or banquet.	1	2	3	4	5	6	7

USEFULNESS OF QUESTIONNAIRE

1. In terms of your professional development, do you think this questionnaire represents an accurate assessment of your strengths and concerns?

   ○ Yes ○ No

2. Would a tabulation of your needs from this questionnaire help you better plan your professional development?

   ○ Yes ○ No

3. Would a tabulation of your needs as perceived by your students help you better plan your professional development?

   ○ Yes ○ No

4. Would a tabulation of your needs as perceived by your immediate supervisor help you better plan your professional development?

   ○ Yes ○ No

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STAFF DEVELOPMENT
PROFESSIONAL NEEDS ASSESSMENT
for Vocational Teachers

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

SUPERVISOR FORM

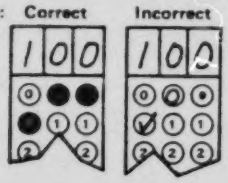
INTRODUCTION

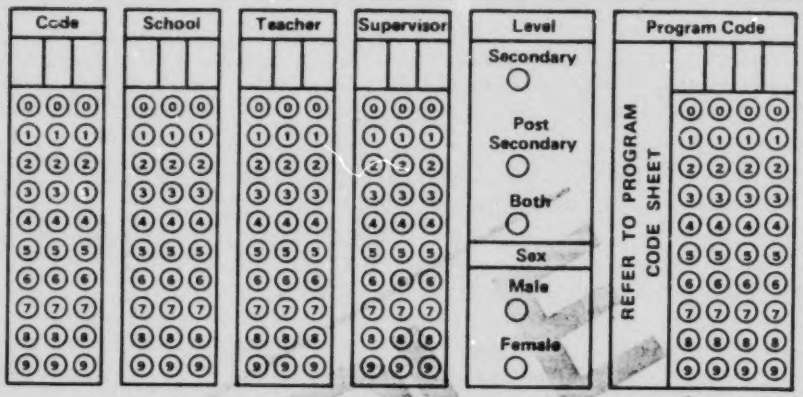
This questionnaire, which contains a comprehensive list of professional teaching competencies, is provided for you to identify the specific professional needs of the vocational instructors under your supervision. *Your individual responses will be kept in strict confidence and will be reported back only to you.*

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect





DIRECTIONS: *Please read directions carefully.*

1. Read each item and indicate to the left of the item whether it is a competency that is or is not relevant for the specific instructor you are assessing. Blacken (Y) for Yes or blacken (N) for No.
2. If you indicated "No" to an item, do not mark the instructor's need to improve for that item. Continue to the next statement.
3. Only if you indicated "Yes" to an item should you then rate the instructor's need to improve for that item. A rating of (1) indicates *no improvement* is needed and (7) indicates a *very high need to improve.*

Note: This is not an evaluation of the teacher, but rather an assessment intended to identify areas in which you think this teacher may need improvement. Please respond as accurately as you can.

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		EXAMPLES:					
(Y)		A. Use the blackboard.	1	2	3	4	5	6	7
	(N)	B. Return tests promptly.	1	2	3	4	5	●	7
		I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION					
(Y)	(N)	1. Plan a community survey to identify local employer demands and student occupational interests.	1	2	3	4	5	6	7
(Y)	(N)	2. Collect and interpret employer demand and student occupational interest information.	1	2	3	4	5	6	7
(Y)	(N)	3. Apply the findings of a community survey to your vocational program.	1	2	3	4	5	6	7
(Y)	(N)	4. Organize or reorganize an occupational advisory committee.	1	2	3	4	5	6	7
(Y)	(N)	5. Maintain an occupational advisory committee.	1	2	3	4	5	6	7
(Y)	(N)	6. Use an advisiory committee to set vocational program goals and objectives.	1	2	3	4	5	6	7
(Y)	(N)	7. Develop long-range plans for your vocational program.	1	2	3	4	5	6	7
(Y)	(N)	8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.	1	2	3	4	5	6	7
(Y)	(N)	9. Conduct a continuous student follow-up study of former students.	1	2	3	4	5	6	7
(Y)	(N)	10. Evaluate your vocational program.	1	2	3	4	5	6	7

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RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		II. INSTRUCTIONAL PLANNING					
Y	N	11. Develop a philosophy for your vocational program.	1	2	3	4	5	6	7
Y	N	12. Develop a course of study.	1	2	3	4	5	6	7
Y	N	13. Determine and analyze the instructional needs of students.	1	2	3	4	5	6	7
Y	N	14. Write student performance objectives.	1	2	3	4	5	6	7
Y	N	15. Plan and write a unit of instruction.	1	2	3	4	5	6	7
Y	N	16. Write a lesson plan.	1	2	3	4	5	6	7
Y	N	17. Obtain appropriate student instructional materials.	1	2	3	4	5	6	7
Y	N	18. Design and prepare teacher-made instructional materials.	1	2	3	4	5	6	7
		III. INSTRUCTIONAL TECHNIQUES					
Y	N	19. Organize and introduce a lesson.	1	2	3	4	5	6	7
Y	N	20. Summarize a lesson for students.	1	2	3	4	5	6	7
Y	N	21. Demonstrate a manipulative skill.	1	2	3	4	5	6	7
Y	N	22. Give a lecture.	1	2	3	4	5	6	7
Y	N	23. Direct individual and/or group field trips.	1	2	3	4	5	6	7
Y	N	24. Conduct group discussions, panel discussions and symposiums.	1	2	3	4	5	6	7
Y	N	25. Stimulate learning through brainstorming and buzz groups.	1	2	3	4	5	6	7
Y	N	26. Facilitate student learning through role playing techniques.	1	2	3	4	5	6	7
Y	N	27. Organize and direct student laboratory experiences.	1	2	3	4	5	6	7
Y	N	28. Direct students in applying problem-solving techniques.	1	2	3	4	5	6	7
Y	N	29. Direct students in acquiring skills, attitudes, or concepts using the project method.	1	2	3	4	5	6	7
Y	N	30. Employ oral questioning techniques in a planned lesson to guide student's thinking.	1	2	3	4	5	6	7
Y	N	31. Conduct a lesson using reinforcement techniques.	1	2	3	4	5	6	7
Y	N	32. Design a lesson which considers individual differences of students.	1	2	3	4	5	6	7
Y	N	33. Present information using illustrations from your occupational speciality.	1	2	3	4	5	6	7
Y	N	34. Demonstrate a concept or principle from your occupational specialty.	1	2	3	4	5	6	7
Y	N	35. Plan, present and evaluate a lesson as a team teaching member.	1	2	3	4	5	6	7
Y	N	36. Present information using a subject matter expert.	1	2	3	4	5	6	7
Y	N	37. Develop bulletin boards and exhibits.	1	2	3	4	5	6	7
Y	N	38. Present a lesson using models, flannel boards or real objects.	1	2	3	4	5	6	7
Y	N	39. Present information using overhead or opaque projectors.	1	2	3	4	5	6	7
Y	N	40. Present information using films, filmstrips and slides.	1	2	3	4	5	6	7
Y	N	41. Present information with televised and videotaped materials.	1	2	3	4	5	6	7
Y	N	42. Present information using records and tapes.	1	2	3	4	5	6	7
Y	N	43. Present information with chalkboard and flip chart.	1	2	3	4	5	6	7
		IV. PERSONALIZED INSTRUCTION					
Y	N	44. Organize and direct students to help instruct other students.	1	2	3	4	5	6	7
Y	N	45. Direct independent and group study of students.	1	2	3	4	5	6	7
Y	N	46. Direct individualized or personalized instruction.	1	2	3	4	5	6	7
Y	N	47. Adjust instructional activities or methods to meet the needs and abilities of students.	1	2	3	4	5	6	7
Y	N	48. Use instructional contracts for individualized or personalized instruction.	1	2	3	4	5	6	7
Y	N	49. Direct programmed instruction.	1	2	3	4	5	6	7
Y	N	50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.	1	2	3	4	5	6	7
Y	N	51. Identify students who need special assistance to succeed in your vocational program.	1	2	3	4	5	6	7
Y	N	52. Refer handicapped and disadvantaged students for diagnostic and/or special services.	1	2	3	4	5	6	7
Y	N	53. Identify chemical dependent students (e.g., excessive alcohol and drug users).	1	2	3	4	5	6	7
Y	N	54. Refer chemical dependent students to appropriate agencies or services for professional assistance.	1	2	3	4	5	6	7

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		V. INSTRUCTIONAL EVALUATION					
Y	N	55. Establish standards for student performance.	1	2	3	4	5	6	7
Y	N	56. Develop a paper and pencil test to assess student knowledge of the subject.	1	2	3	4	5	6	7
Y	N	57. Develop a test or similar device to assess student attitudes toward the subject area.	1	2	3	4	5	6	7
Y	N	58. Develop a test or system to assess the technical skill level of students.	1	2	3	4	5	6	7
Y	N	59. Determine student grades or performance levels in the program.	1	2	3	4	5	6	7
Y	N	60. Evaluate your own instructional effectiveness.	1	2	3	4	5	6	7
		VI. INSTRUCTIONAL MANAGEMENT					
Y	N	61. Identify and plan future instructional resource needs.	1	2	3	4	5	6	7
Y	N	62. Prepare financial budgets and reports for your program.	1	2	3	4	5	6	7
Y	N	63. Purchase or arrange for purchasing supplies and equipment.	1	2	3	4	5	6	7
Y	N	64. Maintain a filing system.	1	2	3	4	5	6	7
Y	N	65. Develop a safety program based on local, state, and federal safety regulations.	1	2	3	4	5	6	7
Y	N	66. Explain accident and safety procedures.	1	2	3	4	5	6	7
Y	N	67. Develop a system for administering preventive and corrective classroom discipline.	1	2	3	4	5	6	7
Y	N	68. Organize a vocational laboratory.	1	2	3	4	5	6	7
Y	N	69. Manage and maintain a vocational laboratory.	1	2	3	4	5	6	7
		VII. GUIDANCE					
Y	N	70. Clarify your own personal and social values.	1	2	3	4	5	6	7
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Y	N	73. Gather student data through personal contacts.	1	2	3	4	5	6	7
Y	N	74. Assist students to identify personal, educational, and career needs through teacher-student conferences.	1	2	3	4	5	6	7
Y	N	75. Provide information on educational and career opportunities.	1	2	3	4	5	6	7
Y	N	76. Teach job and education seeking skills.	1	2	3	4	5	6	7
		VIII. SCHOOL-COMMUNITY RELATIONS					
Y	N	77. Develop a plan to improve and maintain school-community relations.	1	2	3	4	5	6	7
Y	N	78. Make presentations to school and community groups to promote your program.	1	2	3	4	5	6	7
Y	N	79. Design and provide brochures to inform the school and community about your program.	1	2	3	4	5	6	7
Y	N	80. Design and provide displays in the school and community on your program.	1	2	3	4	5	6	7
Y	N	81. Prepare news releases and articles to promote your program.	1	2	3	4	5	6	7
Y	N	82. Plan and present television and radio programs to promote your program.	1	2	3	4	5	6	7
Y	N	83. Plan and conduct an open house for your program.	1	2	3	4	5	6	7
Y	N	84. Provide services to members of the community (e.g., adult evening classes).	1	2	3	4	5	6	7
Y	N	85. Cooperate with state and local educators.	1	2	3	4	5	6	7
Y	N	86. Obtain feedback from the school and community concerning your program.	1	2	3	4	5	6	7
		IX. STUDENT VOCATIONAL ORGANIZATIONS					
Y	N	87. Develop a personal philosophy toward student vocational organizations.	1	2	3	4	5	6	7
Y	N	88. Establish a student vocational organization.	1	2	3	4	5	6	7
Y	N	89. Assist students in preparing for leadership roles in student vocational organizations.	1	2	3	4	5	6	7
Y	N	90. Assist students in developing and financing a yearly program of activities for their vocational organization.	1	2	3	4	5	6	7
Y	N	91. Supervise activities of student vocational organizations.	1	2	3	4	5	6	7
Y	N	92. Provide learning experiences for students through vocational organization competitive events.	1	2	3	4	5	6	7

RELEVANCE Yes	RELEVANCE No	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low	Medium	High	Very High
		X. PROFESSIONAL ROLE AND DEVELOPMENT					
Y	N	93. Keep up-to-date in your profession and occupational specialty.	1	2	3	4	5	6	7
Y	N	94. Develop and maintain active involvement in professional teaching organizations.	1	2	3	4	5	6	7
Y	N	95. Develop and maintain a professional philosophy of education/ teaching.	1	2	3	4	5	6	7
Y	N	96. Develop and maintain active involvement in school and community affairs.	1	2	3	4	5	6	7
Y	N	97. Obtain and maintain a teaching position in keeping with your professional qualifications.	1	2	3	4	5	6	7
Y	N	98. Plan and provide laboratory experiences for student teachers.	1	2	3	4	5	6	7
Y	N	99. Plan the student teaching experience.	1	2	3	4	5	6	7
Y	N	100. Supervise student teachers.	1	2	3	4	5	6	7
		XI. COORDINATION					
Y	N	101. Establish standards and procedures for operating a cooperative vocational education program.	1	2	3	4	5	6	7
Y	N	102. Establish and apply policies for managing student attendance, transfers and terminations.	1	2	3	4	5	6	7
Y	N	103. Recruit and enroll prospective students.	1	2	3	4	5	6	7
Y	N	104. Identify and secure prospective training stations for co-op students.	1	2	3	4	5	6	7
Y	N	105. Place co-op students in appropriate training stations.	1	2	3	4	5	6	7
Y	N	106. Develop the training ability of on-the-job supervisors.	1	2	3	4	5	6	7
Y	N	107. Coordinate and supervise on-the-job instruction.	1	2	3	4	5	6	7
Y	N	108. Evaluate on-the-job student performance.	1	2	3	4	5	6	7
Y	N	109. Plan and conduct related instruction.	1	2	3	4	5	6	7
Y	N	110. Plan and conduct an employer-employee appreciation event or banquet.	1	2	3	4	5	6	7

USEFULNESS OF QUESTIONNAIRE

1. In terms of the instructor's professional development, do you think this questionnaire represents an accurate assessment of his/her strengths and concerns?
   ○ Yes ○ No

2. Would a tabulation of the instructor's needs from this questionnaire as perceived by him/herself help the instructor better plan his/her professional development?
   ○ Yes ○ No

3. Would a tabulation of the instructor's needs as perceived by the instructor's students help him/her better plan his/her professional development?
   ○ Yes ○ No

4. Would a tabulation of the instructor's needs as perceived by you help the instructor better plan his/her professional development?
   ○ Yes ○ No

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Intran-1346F-SE713-54321

STAFF DEVELOPMENT
PROFESSIONAL NEEDS ASSESSMENT
for vocational teachers

STUDENT FORM

Minnesota Research and Development Center for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

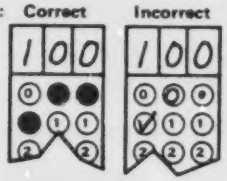
INTRODUCTION

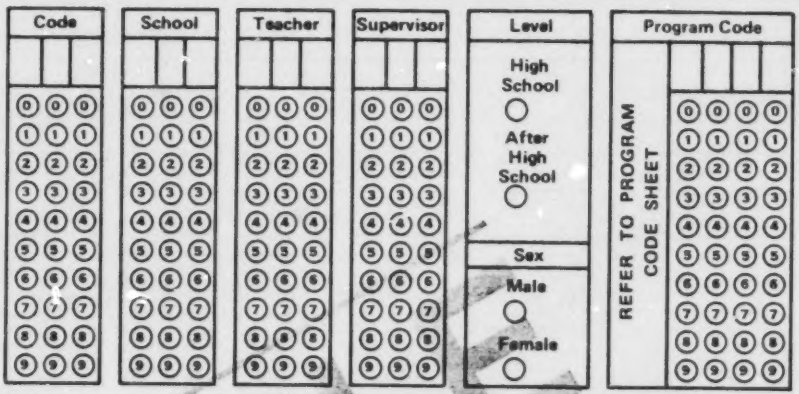
The purpose of this questionnaire is for you to identify areas where your instructor needs to improve his/her teaching skills. Your individual responses will not be shown to your teacher. However, the combined responses of all students in your class will be given to the instructor to help improve his/her teaching.

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect





SAMPLE

DIRECTIONS: *Please read the directions carefully.*

1. Read each item and decide if the statement does or does not apply to your teacher. Blacken the circle to the left of the item only if it does not apply to your teacher.

2. If you indicated "does not apply" to an item, do not rate the teacher's need to improve for that item. Continue to the next statement.

3. Only if you feel the item does apply should you then rate the teacher's need to improve for that item. A rating of ① means *no improvement* is needed and ⑦ means a *very high need to improve.*

Note: This is not an evaluation of the teacher, but rather an assessment intended to identify areas in which you think this teacher may need improvement. Please respond as accurately as you can.

Does Not Apply	PERFORMANCE STATEMENTS	NEED TO IMPROVE None	Low		Medium		High	Very High
	THE INSTRUCTOR NEEDS TO IMPROVE IN:							
	EXAMPLES:							
●	A. Using the blackboard.	①	②	③	④	⑤	⑥	⑦
Ⓝ	B. Returning tests promptly.	①	②	③	④	⑤	⑥	●
Ⓝ	1. Explaining about job demand and student interest in those jobs.	①	②	③	④	⑤	⑥	⑦
Ⓝ	2. Following-up his/her former students.	①	②	③	④	⑤	⑥	⑦
Ⓝ	3. Evaluating his/her vocational program.	①	②	③	④	⑤	⑥	⑦
Ⓝ	4. Stating the plans for the course.	①	②	③	④	⑤	⑥	⑦
Ⓝ	5. Presenting an organized lesson.	①	②	③	④	⑤	⑥	⑦

Continue on back.

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Does Not Apply	PERFORMANCE STATEMENTS	NEED TO IMPROVE					
		None	Low	Medium	High	Very High	
	THE INSTRUCTOR NEEDS TO IMPROVE IN:						
(N)	6. Preparing teacher-made learning materials.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	7. Introducing a lesson on a new topic.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	8. Showing students how to perform a job related skill.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	9. Giving a lecture.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	10. Organizing and directing field trips.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	11. Directing laboratory or shop activities of students.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	12. Complimenting students for doing good work.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	13. Selecting good guest speakers.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	14. Presenting information using the overhead projector.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	15. Presenting information using the chalkboard.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	16. Directing individualized instruction.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	17. Adjusting learning activities to meet the needs of individual students.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	18. Identifying students who need extra help in order to learn.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	19. Referring students who have alcohol or drug problems for professional help.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	20. Making good paper and pencil tests.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	21. Testing the skill level of students.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	22. Determining student grades fairly.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	23. Organizing and maintaining a filing system for equipment and supplies.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	24. Explaining accident and safety procedures.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	25. Disciplining students when needed.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	26. Accepting students who are "different".	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	27. Helping students identify personal, educational and career goals.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	28. Providing information on educational and career opportunities.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	29. Teaching students how to locate and apply for a job.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	30. Helping students find full or part-time jobs.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	31. Making presentations to school and community groups to promote his/her program.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	32. Conducting an open house for his/her program.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	33. Cooperating with other teachers and school officials.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	34. Helping students prepare for roles in student vocational organizations.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	35. Supervising the activities of student vocational organizations.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	36. Keeping up-to-date in his/her teaching profession and occupational specialty (subject area).	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	37. Maintaining a good attitude about teaching.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	38. Involving him/herself in school and community activities.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	39. Evaluating on-the-job student performance.	(1)	(2)	(3)	(4)	(5)	(6) (7)
(N)	40. Providing up-to-date career and occupational information.	(1)	(2)	(3)	(4)	(5)	(6) (7)

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Intran-1346B-SE713-5432

APPENDIX B

EVALUATION OF INSTRUCTION INSTRUMENTS

a) Background Information Instruments
b) Teacher
c) Supervisor
d) Student

STAFF DEVELOPMENT
FOR VOCATIONAL EDUCATION PERSONNEL
BACKGROUND INFORMATION

[illegible]

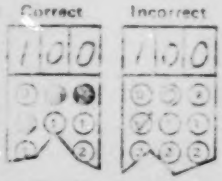
INTRODUCTION

Your responses to the questions on this questionnaire will be useful in identifying current and future staff development needs. Your individual responses will be kept in strict confidence and will not be shared with anyone. All responses to these questions will be reported in aggregate form only.

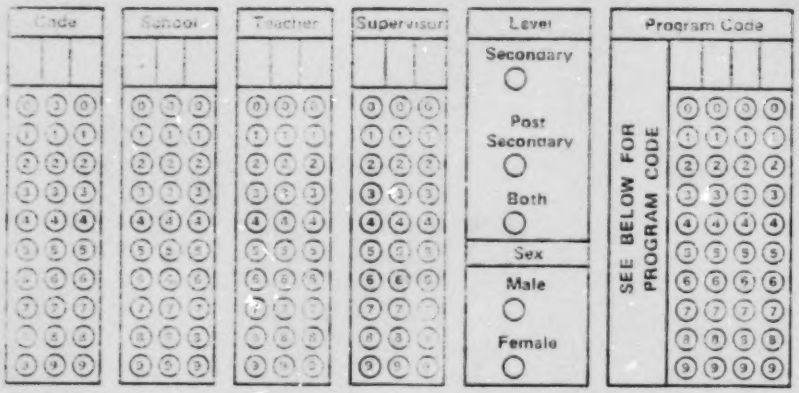
MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect



Code | School | Teacher | Supervisor | Level: Secondary / Post Secondary / Both | Sex: Male / Female | Program Code — SEE BELOW FOR PROGRAM CODE



PROGRAM CODES

DIRECTIONS. *Do not read the entire list of program codes.*

1. Think of the name of the program you teach.
2. Locate your program within one of the major areas below.
3. If you do not find your program, select the next most likely major area and attempt to identify your program.
4. If you still do not find your program, mark "other" for the major area in which you feel your program best belongs.

OTHER

[illegible]

AGRICULTURE

[illegible]
1070 Forestry
1090 Other

DISTRIBUTION

[illegible]

HEALTH

3101 Dental Assistant
3102 Dental Hygienist (Associate Degree)
3103 Dental Laboratory Technology
3199 Other Dental
3203 Medical Laboratory Assisting
3299 Other Medical Laboratory Technology
3301 Nursing (Associate Degree)
3302 Practical (Vocational) Nursing
3303 Nursing Assistant / Aide
3305 Surgical Technology
3399 Other Nursing
3401 Occupational Therapy
3402 Physical Therapy
3499 Other Rehabilitation
3501 Radiologic Technology
3503 Nuclear Medical Technology
3599 Other Radiologic
3600 Ophthalmic
3700 Environmental Health
3800 Mental Health Technology
3901 Inhalation Therapy Technology / Respiratory
3904 Medical Assistant
3905 Health Aide
3907 Medical Emergency Technician
3908 Mortuary Science
3990 Other

CONSUMER AND HOMEMAKING

[illegible]
4102 Child Development
4103 Clothing and Textiles
4104 Consumer Education
4105 Family Relations
4107 Food and Nutrition
4108 Home Management
4109 Housing and Home Furnishings
4199 Other

OCCUPATIONAL HOME ECONOMICS

4201 Care and Guidance of Children
4202 Clothing Mgmt., Production and Services
4203 Food Management, Production and Services
4204 Home Furnishing, Equipment and Services
4205 Institutional & Home Management & Services
4299 Other

OFFICE

5100 Accounting and Computing Occupations
5201 Computer and Console Operators
5203 Programmers
5299 Other Business Data Processing
5300 Filing, Office Machines, Clerical Occupations
5400 Information Communication Occupations
5500 Materials Support, Transportation, etc.
5600 Personnel Training and Related Occupations
5700 Stenographic, Secretarial and Related Occupations
5800 Supervisory and Admin. Mgmt. Occupations
5900 Typing and Related Occupations
5990 Other

TECHNICAL

[illegible]

TRADES AND INDUSTRY

7100 Air Conditioning
7110 Appliance Repair
7120 Body and Fender Repair
7130 Auto Mechanics
7199 Other Automotive
7200 Aviation Occupations
7210 Blueprint Reading
7220 Business Machine Maintenance
7230 Commercial Art Occupations
7240 Commercial Fishery Occupations
7250 Commercial Photography Occupations
7260 Carpentry
7270 Electricity
7280 Masonry
7290 Plumbing and Pipefitting
7299 Other Construction and Maintenance Trades
7300 Custodial Service
7310 Diesel Mechanic
7320 Drafting Occupations
7330 Electrical Occupations
7340 Electronic Occupations
7350 Fabric Maintenance Services
7360 Foremanship Supervisor & Mgmt. Development
7370 Graphic Arts Occupations
7380 Industrial Atomic Energy Occupations
7390 Instrument Maint. and Repair Occupations
7391 Maritime Occupations
7392 Machine Shop
7393 Machine Tool Occupations
7394 Sheet Metal
7395 Welding and Cutting
7396 Tool and Die Making
7399 Other Metalworking Occupations
7401 Metallurgy Occupations
7410 Barbering
7420 Cosmetology
7499 Other Personal Services
7500 Plastics Occupations
7510 Firefighter Training
7520 Law Enforcement Training
7599 Other Public Services
7600 Quantity Food Occupations
7610 Refrigeration
7620 Small Engine Repair
7630 Stationary Energy Sources Occupations
7640 Textile Production and Fabrication
7650 Leather Working
7660 Upholstering
7670 Woodworking Occupations
7680 Truck Driving
7699 Other

Continue on back.

DIRECTIONS: Please blacken the circle beside the answer you want to give.

1. What is your present position?
   - ○ Classroom Instructor
   - ○ Department Head/Supervisor
   - ○ Counselor
   - ○ Co-op Coordinator
   - ○ Administrator
   - ○ Other (Please specify)_____

2. What age category are you in?
   - ○ Under 25
   - ○ 26-30
   - ○ 31-35
   - ○ 36-40
   - ○ 41-45
   - ○ 46-50
   - ○ 51-55
   - ○ 56-60
   - ○ Over 60

3. Indicate your total years of vocational education teaching experience.
   - ○ Less than 1 year
   - ○ 1-2 years
   - ○ 3-4 years
   - ○ 5-6 years
   - ○ 7-8 years
   - ○ 9-10 years
   - ○ More than 10 years

4. Indicate the number of years of work experience you have completed which is directly related to the courses you currently are teaching?
   - ○ Does not apply
   - ○ None
   - ○ Less than 1 year
   - ○ 1-2 years
   - ○ 3-4 years
   - ○ 5-6 years
   - ○ 7-8 years
   - ○ 9-10 years
   - ○ 11-12 years
   - ○ 13-14 years
   - ○ 15-16 years
   - ○ 17-18 years
   - ○ 19-20 years
   - ○ More than 20 years

5. Indicate the number of months of work experience you have completed during the past five years.
   - ○ None
   - ○ Less than 1 month
   - ○ 1-4 months
   - ○ 5-8 months
   - ○ 9-12 months
   - ○ 13-16 months
   - ○ 17-20 months
   - ○ 21-24 months
   - ○ 25-28 months
   - ○ 29-32 months
   - ○ 33-36 months
   - ○ 37-48 months
   - ○ More than 48 months

6. Indicate highest degree or diploma earned.
   - ○ None
   - ○ High School/G.E.D.
   - ○ Technical Diploma
   - ○ Associate's Degree
   - ○ Bachelor's Degree
   - ○ Master's Degree
   - ○ Education Specialist
   - ○ Doctor's Degree

7. Are you currently working on a degree?
   - ○ Yes
   - ○ No

8. How many professional teacher education courses have you completed for which you received college or university credit? (Examples: Methods of Teaching; Philosophy of Vocational Education; Curriculum Construction)
   Do not include technical courses!
   - ○ None
   - ○ 1-3 courses
   - ○ 4-6 courses
   - ○ 7-9 courses
   - ○ 10-15 courses
   - ○ 16-20 courses
   - ○ 21-25 courses
   - ○ More than 25 courses

9. How many professional teacher education courses have you completed during the past two years for which you received college or university credit?
   - ○ None
   - ○ 1 course
   - ○ 2 courses
   - ○ 3 or 4 courses
   - ○ 5 or 6 courses
   - ○ 7 or 8 courses
   - ○ 9 or 10 courses
   - ○ More than 10 courses

10. Are teachers in your school encouraged to participate in activities that will help them become better teachers?
    - ○ Yes
    - ○ No

11. Are teachers in your school provided useful assistance in developing a personalized plan for professional self-development?
    - ○ Yes
    - ○ No

12. Do you feel that the present in-service staff development efforts in your school are adequate?
    - ○ Yes
    - ○ No

13. Do you feel that systematic efforts in in-service staff development are important?
    - ○ Yes
    - ○ No

14. How much money should be spent on in-service staff development per teacher per year?
    - ○ Less than $50
    - ○ $50 - $100
    - ○ $101 - $300
    - ○ $301 - $500
    - ○ $501 - $700
    - ○ $701 - $900
    - ○ $901 - $1000
    - ○ More than $1000

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SE713-2162/ODF-54321

STAFF DEVELOPMENT EVALUATION OF INSTRUCTION

for vocational teachers

TEACHER FORM

Minnesota Research and Development Center for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

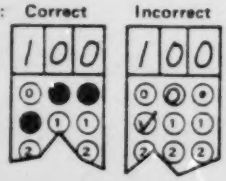
INTRODUCTION

This questionnaire, which describes instructor teaching behavior, is provided for the purpose of improving instruction in vocational-technical education. *Your individual responses will be kept in strict confidence and will be reported back only to you.*

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect



Code | School | Teacher | Supervisor

Level: Secondary ○ Post Secondary ○ Both ○

Sex: Male ○ Female ○

Program Code — REFER TO PROGRAM CODE SHEET

SECTION I

DIRECTIONS: Please blacken the circle beside the answer you want to give.

1. How long has your supervisor been supervising your instructional activities?
   ○ Not at all ○ 7-12 months ○ More than 2 years
   ○ 1-6 months ○ 1-2 years

2. During the past year, how often has your immediate supervisor visited your classroom or shop while class was in session? ..... ○ ○ ○ ○ ○ ○
   (Not at all | 1 time | 2-3 times | 4-6 times | 7-9 times | More than 9 times)

3. During the past year, how often have you had a private conversation with your immediate supervisor to discuss your progress, strengths, and/or concerns? ..... ○ ○ ○ ○ ○ ○

(Poor | Below Average | Average | Above Average | Outstanding)

4. How would you rate your *overall ability to teach?* ..... ○ ○ ○ ○ ○
5. How would you rate your overall *technical knowledge* of the occupational program you teach? ..... ○ ○ ○ ○ ○
6. How would you rate your overall proficiency in the area of *instructional planning?* ..... ○ ○ ○ ○ ○
7. How would you rate your overall proficiency in the area of *instructional delivery?* ..... ○ ○ ○ ○ ○
8. How would you rate your overall proficiency in the area of *instructional evaluation?* ..... ○ ○ ○ ○ ○

SECTION II

DIRECTIONS: *Please read the directions carefully.*

1. You will need to respond twice to each item.
2. First, read each item and decide if the teaching behavior described is *important for overall effective teaching.* Blacken (Y) for *Yes* or blacken (N) for *No* on the *left* side of the item.
3. Second, evaluate yourself by blackening one of the numbers following each item. The number (1) indicates that you *never do this.* The number (7) indicates that you *always do this.*

Important For Effective Teaching? Yes	No	STATEMENTS RELATING TO INSTRUCTOR BEHAVIOR	YOUR EVALUATION Never	Seldom	Sometimes	Often	Always
	●	EXAMPLE: A. I grade fairly.	(1)	(2)	●	(4)	(5)	(6)	(7)
(Y)	(N)	1. I encourage class discussion.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	2. I treat students unfairly based on whether they are male or female.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Continue on back.

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Important For Effective Teaching? Yes	No	STATEMENTS RELATING TO INSTRUCTOR BEHAVIOR	YOUR EVALUATION Never	Seldom	Sometimes	Often	Always
Y	N	3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	1	2	3	4	5	6	7
Y	N	4. I know when students do not understand something.	1	2	3	4	5	6	7
Y	N	5. I make sure that course materials are available to students.	1	2	3	4	5	6	7
Y	N	6. I give tests which require a student to actually perform a skill.	1	2	3	4	5	6	7
Y	N	7. I praise students for good work.	1	2	3	4	5	6	7
Y	N	8. I am willing to give my time to help individual students.	1	2	3	4	5	6	7
Y	N	9. I inform students of their progress in the course.	1	2	3	4	5	6	7
Y	N	10. I treat students unfairly based on what race or religion they are.	1	2	3	4	5	6	7
Y	N	11. I am prepared for each day's class session.	1	2	3	4	5	6	7
Y	N	12. I have the facts at my fingertips when explaining something.	1	2	3	4	5	6	7
Y	N	13. I encourage students to talk about their own ideas.	1	2	3	4	5	6	7
Y	N	14. I explain things clearly.	1	2	3	4	5	6	7
Y	N	15. I provide the opportunity for students to practice new skills.	1	2	3	4	5	6	7
Y	N	16. I use job-related examples when giving explanations.	1	2	3	4	5	6	7
Y	N	17. I show students how to perform new skills.	1	2	3	4	5	6	7
Y	N	18. I ask students to evaluate my teaching.	1	2	3	4	5	6	7
Y	N	19. I use competitive events or skill olympics (as in VICA or DECA or FFA) to evaluate student skill performance.	1	2	3	4	5	6	7
Y	N	20. I make students feel free to ask questions.	1	2	3	4	5	6	7
Y	N	21. I know when students need extra help.	1	2	3	4	5	6	7
Y	N	22. I make sure that all equipment is in working order.	1	2	3	4	5	6	7
Y	N	23. I give assignments that help students learn course content.	1	2	3	4	5	6	7

Important For Effective Teaching? Yes	No	DIRECTIONS: Indicate how strongly you agree with the following items:	AGREEMENT Strongly Disagree			Agree		Strongly Agree
Y	N	24. I act like I like teaching.	1	2	3	4	5	6	7
Y	N	25. I suggest that students discuss test results with me.	1	2	3	4	5	6	7
Y	N	26. I give tests that are directly related to the course content.	1	2	3	4	5	6	7
Y	N	27. I plan instructional activities to meet individual needs of students.	1	2	3	4	5	6	7
Y	N	28. I am unfriendly to students.	1	2	3	4	5	6	7
Y	N	29. I handle course activities in an orderly way.	1	2	3	4	5	6	7
Y	N	30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	1	2	3	4	5	6	7
Y	N	31. I am more concerned about having students learn than giving grades.	1	2	3	4	5	6	7
Y	N	32. I have complete knowledge of the subject I teach.	1	2	3	4	5	6	7
Y	N	33. I tell students what they must do or learn in order to successfully complete the course.	1	2	3	4	5	6	7
Y	N	34. I am interested in the occupational field I teach.	1	2	3	4	5	6	7
Y	N	35. I am sincerely concerned about each student.	1	2	3	4	5	6	7
Y	N	36. I have a good background of occupational experience.	1	2	3	4	5	6	7
Y	N	37. I work closely with students who have special needs.	1	2	3	4	5	6	7

USEFULNESS OF QUESTIONNAIRE

	Yes	No
1. Do you think your responses on this questionnaire represent an accurate description of your teaching performance?	O	O
2. Would a tabulation of your responses help you improve your teaching?	O	O
3. Would a tabulation of your students' responses help you improve your teaching?	O	O
4. Would a tabulation of your supervisor's responses help you improve your teaching?	O	O

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Intran-1346E-SE713-54321

STAFF DEVELOPMENT
EVALUATION OF INSTRUCTION
for vocational teachers

SUPERVISOR FORM

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

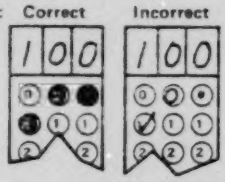
INTRODUCTION

This questionnaire, which describes instructor teaching behavior, is provided for the purpose of improving instruction in vocational-technical education. *Your individual responses will be kept in strict confidence and will be reported back only to you.*

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect



Code | School | Teacher | Supervisor | Level (Secondary ○ Post Secondary ○ Both ○) | Sex (Male ○ Female ○) | Program Code (REFER TO PROGRAM CODE SHEET)

SECTION I

DIRECTIONS: Please blacken the circle beside the answer you want to give.

1. How long have you been the supervisor of this instructor's teaching activities?
   ○ Not at all ○ 7-12 months ○ More than 2 years
   ○ 1-6 months ○ 1-2 years

2. During the past year, how often have you visited this instructor's class or laboratory while class was in session? ○ Not at all ○ 1 time ○ 2-3 times ○ 4-6 times ○ 7-9 times ○ More than 9 times

3. During the past year, how often have you had a private conversation with this instructor to discuss his/her progress, strengths, and/or concerns. ○○○○○○

	Poor	Below Average	Average	Above Average	Outstanding
4. How would you rate this instructor's *overall ability to teach?*	○	○	○	○	○
5. How would you rate this instructor's *overall technical knowledge* of the occupational program he/she teaches?	○	○	○	○	○
6. How would you rate this instructor's overall proficiency in the area of *instructional planning?*	○	○	○	○	○
7. How would you rate this instructor's overall proficiency in the area of *instructional delivery?*	○	○	○	○	○
8. How would you rate this instructor's overall proficiency in the area of *instructional evaluation?*	○	○	○	○	○

SECTION II

DIRECTIONS: *Please read the directions carefully.*

1. You will need to respond twice to each item.
2. First, read each item and decide if the teaching behavior described is *important for overall effective teaching.* Blacken (Y) for *Yes* or blacken (N) for *No* on the *left* side of the item.
3. Second, evaluate this teacher by blackening one of the numbers following each item. The number (1) indicates that the instructor *never does this.* The number (7) indicates that the instructor *always does this.*

Important For Effective Teaching? Yes	No	STATEMENTS RELATING TO INSTRUCTOR BEHAVIOR	YOUR EVALUATION Never	Seldom	Sometimes	Often	Always
	●	EXAMPLE: A. The instructor grades fairly.	(1)	(2)	●	(4)	(5)	(6)	(7)
(Y)	(N)	1. The instructor encourages class discussion.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(Y)	(N)	2. The instructor treats students unfairly based on whether they are male or female.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Continue on back.

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Important For Effective Teaching? Yes	No	STATEMENTS RELATING TO INSTRUCTOR BEHAVIOR	YOUR EVALUATION Never	Seldom	Sometimes	Often	Always
Y	N	3. The instructor discusses vocational student organizations (example: VICA, DECA, OEA) in class.	1	2	3	4	5	6	7
Y	N	4. The instructor knows when students do not understand something.	1	2	3	4	5	6	7
Y	N	5. The instructor makes sure that course materials are available to students.	1	2	3	4	5	6	7
Y	N	6. The instructor gives tests which require a student to actually perform a skill.	1	2	3	4	5	6	7
Y	N	7. The instructor praises students for good work.	1	2	3	4	5	6	7
Y	N	8. The instructor is willing to give his/her time to help individual students.	1	2	3	4	5	6	7
Y	N	9. The instructor informs students of their progress in the course.	1	2	3	4	5	6	7
Y	N	10. The instructor treats students unfairly based on what race or religion they are.	1	2	3	4	5	6	7
Y	N	11. The instructor seems prepared for each day's class session.	1	2	3	4	5	6	7
Y	N	12. The instructor, when explaining something, has the facts at his/her fingertips.	1	2	3	4	5	6	7
Y	N	13. The instructor encourages students to talk about their own ideas.	1	2	3	4	5	6	7
Y	N	14. The instructor explains things clearly.	1	2	3	4	5	6	7
Y	N	15. The instructor provides the opportunity for students to practice new skills.	1	2	3	4	5	6	7
Y	N	16. The instructor uses job-related examples when giving explanations.	1	2	3	4	5	6	7
Y	N	17. The instructor shows students how to perform new skills.	1	2	3	4	5	6	7
Y	N	18. The instructor asks students to evaluate his/her teaching.	1	2	3	4	5	6	7
Y	N	19. The instructor uses competitive events or skill olympics (as in VICA or DECA or FFA) to evaluate student skill performance.	1	2	3	4	5	6	7
Y	N	20. The instructor makes students feel free to ask questions.	1	2	3	4	5	6	7
Y	N	21. The instructor knows when students need extra help.	1	2	3	4	5	6	7
Y	N	22. The instructor makes sure that all equipment is in working order.	1	2	3	4	5	6	7
Y	N	23. The instructor gives assignments that help students learn course content.	1	2	3	4	5	6	7

Important For Effective Teaching? Yes	No	DIRECTIONS: Indicate how strongly you agree with the following items:	Strongly Disagree			Agree		Strongly Agree
Y	N	24. The instructor appears to like teaching.	1	2	3	4	5	6	7
Y	N	25. The instructor suggests that students discuss test results with him/her.	1	2	3	4	5	6	7
Y	N	26. The instructor gives tests that are directly related to the course content.	1	2	3	4	5	6	7
Y	N	27. The instructor plans instructional activities to meet individual needs of students.	1	2	3	4	5	6	7
Y	N	28. The instructor is unfriendly to students.	1	2	3	4	5	6	7
Y	N	29. The instructor handles course activities in an orderly way.	1	2	3	4	5	6	7
Y	N	30. The instructor encourages students to participate in student organizations (example: VICA, DECA, or FHA).	1	2	3	4	5	6	7
Y	N	31. The instructor is more concerned about having students learn than giving grades.	1	2	3	4	5	6	7
Y	N	32. The instructor appears to have complete knowledge of the subject he/she teaches.	1	2	3	4	5	6	7
Y	N	33. The instructor tells students what they must do or learn in order to successfully complete the course.	1	2	3	4	5	6	7
Y	N	34. The instructor appears interested in the occupational field he/she teaches.	1	2	3	4	5	6	7
Y	N	35. The instructor seems to be concerned about each student.	1	2	3	4	5	6	7
Y	N	36. The instructor appears to have a good background of occupational experience.	1	2	3	4	5	6	7
Y	N	37. The instructor works closely with students who have special needs.	1	2	3	4	5	6	7

USEFULNESS OF QUESTIONNAIRE

	Yes	No
1. Do you think your responses on this questionnaire represent an accurate description of this instructor's teaching performance?	O	O
2. Would a tabulation of the instructor's own responses on this questionnaire help him/her improve his/her teaching?	O	O
3. Would a tabulation of this instructors students' responses help him/her improve his/her teaching?	O	O
4. Would a tabulation of your responses help this instructor improve his/her teaching?	O	O

FOR INTRAN USE ONLY

STAFF DEVELOPMENT EVALUATION OF INSTRUCTION

for vocational teachers

STUDENT FORM

Minnesota Research and Development Center for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

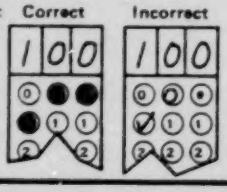
INTRODUCTION

The purpose of this questionnaire is for you to help your teacher improve his/her teaching. *Your individual responses will not be shown to your teacher.* However, the combined responses of all students in your class will be given to the instructor to help improve his/her teaching.

MARKING DIRECTIONS

- Use only a black lead pencil (No. 2½ or less)
- Make heavy black marks that fill the circles
- Erase cleanly any answers you wish to change
- Make no stray marks on this sheet

Sample: Correct Incorrect



Code | School | Teacher | Supervisor | Level (High School ○ / After High School ○) | Sex (Male ○ / Female ○) | Program Code (REFER TO PROGRAM CODE SHEET)

SECTION I

DIRECTIONS: Please blacken the circle beside the answer you want to give.

1. What best describes your age?
   - ○ 18 or younger
   - ○ 19-21
   - ○ 22-25
   - ○ 26-29
   - ○ 30 or older

2. How many months have you been in this instructor's class?
   - ○ Less than 1 month
   - ○ 1-2 months
   - ○ 3-4 months
   - ○ 5 months or more

3. Where would you rate your *occupational achievement* in this course in relation to other students in this course? . . . . . ○ Poor ○ Below Average ○ Average ○ Above Average ○ Outstanding

4. How would you rate this instructor's *overall ability to teach?* . . . . . ○○○○○

5. How would you rate this instructor's *overall technical knowledge* of the occupational program he/she teaches? . . . . ○○○○○

6. How much do you like this instructor personally?
   - ○ Dislike very much
   - ○ Dislike a little
   - ○ Neither like or dislike
   - ○ Like a little
   - ○ Like very much

7. How much do you like the content of this occupational program?
   - ○ Dislike very much
   - ○ Dislike a little
   - ○ Neither like or dislike
   - ○ Like a little
   - ○ Like very much

8. How much effort have you put into this course? . . . . . ○ None ○ A little ○ A fair amount ○ A lot ○ A tremendous amount

9. How much has this instructor increased your *technical knowledge* of the course content? . . . . . ○○○○○

10. How much has this instructor improved your *skill performance* in this occupational program? . . . . . ○○○○○

11. Has this instructor changed the *way you feel* about this occupational program?
    - ○ Like a lot less
    - ○ Like a little less
    - ○ No change
    - ○ Like a little more
    - ○ Like a lot more

SECTION II

DIRECTIONS: *Please read the directions carefully.*

1. You will need to respond twice to each item.
2. First, read each item and decide if the teaching behavior described is *important for overall effective teaching.* Blacken (Y) for *Yes* or blacken (N) for *No* on the *left* side of the item.
3. Second, evaluate your teacher by blackening one of the numbers following each item. The number (1) means that your teacher *never does this.* The number (7) means that your teacher *always does this.*

Continue on back.

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SECTION II

Important For Effective Teaching? Yes	Important For Effective Teaching? No	STATEMENTS RELATING TO INSTRUCTOR BEHAVIOR	YOUR EVALUATION Never	Seldom	Sometimes	Often	Always
		EXAMPLE					
Y		A. The instructor grades fairly.	1	2	●	4	5	6	7
Y	N	1. The instructor encourages class discussion.	1	2	3	4	5	6	7
Y	N	2. The instructor treats students unfairly based on whether they are male or female.	1	2	3	4	5	6	7
Y	N	3. The instructor discusses vocational student organizations (example: VICA, DECA, OEA) in class.	1	2	3	4	5	6	7
Y	N	4. The instructor knows when students do not understand something.	1	2	3	4	5	6	7
Y	N	5. The instructor makes sure that course materials are available to students.	1	2	3	4	5	6	7
Y	N	6. The instructor gives tests which require a student to actually perform a skill.	1	2	3	4	5	6	7
Y	N	7. The instructor praises students for good work.	1	2	3	4	5	6	7
Y	N	8. The instructor is willing to give his/her time to help individual students.	1	2	3	4	5	6	7
Y	N	9. The instructor informs students of their progress in the course.	1	2	3	4	5	6	7
Y	N	10. The instructor treats students unfairly based on what race or religion they are.	1	2	3	4	5	6	7
Y	N	11. The instructor seems prepared for each day's class session.	1	2	3	4	5	6	7
Y	N	12. The instructor, when explaining something, has the facts at his/her fingertips.	1	2	3	4	5	6	7
Y	N	13. The instructor encourages students to talk about their own ideas.	1	2	3	4	5	6	7
Y	N	14. The instructor explains things clearly.	1	2	3	4	5	6	7
Y	N	15. The instructor provides the opportunity for students to practice new skills.	1	2	3	4	5	6	7
Y	N	16. The instructor uses work-related examples when giving explanations.	1	2	3	4	5	6	7
Y	N	17. The instructor shows students how to perform new skills.	1	2	3	4	5	6	7
Y	N	18. The instructor asks students to evaluate his/her teaching.	1	2	3	4	5	6	7
Y	N	19. The instructor uses competitive events or skill olympics (as in VICA or DECA or FFA) to evaluate student skill performance.	1	2	3	4	5	6	7
Y	N	20. The instructor makes students feel free to ask questions.	1	2	3	4	5	6	7
Y	N	21. The instructor knows when students need extra help.	1	2	3	4	5	6	7
Y	N	22. The instructor makes sure that all equipment is in working order.	1	2	3	4	5	6	7
Y	N	23. The instructor gives assignments that help students learn course content.	1	2	3	4	5	6	7

Important For Effective Teaching? Yes	Important For Effective Teaching? No	DIRECTIONS: Indicate how strongly you agree with the following items:	AGREEMENT Strongly Disagree			Agree			Strongly Agree
Y	N	24. The instructor appears to like teaching.	1	2	3	4	5	6	7
Y	N	25. The instructor suggests that students discuss test results with him/her.	1	2	3	4	5	6	7
Y	N	26. The instructor gives tests that are directly related to the course content.	1	2	3	4	5	6	7
Y	N	27. The instructor plans instructional activities to meet individual needs of students.	1	2	3	4	5	6	7
Y	N	28. The instructor is unfriendly to students.	1	2	3	4	5	6	7
Y	N	29. The instructor handles course activities in an orderly way.	1	2	3	4	5	6	7
Y	N	30. The instructor encourages students to participate in student organizations (example: VICA, DECA, or FHA).	1	2	3	4	5	6	7
Y	N	31. The instructor is more concerned about having students learn than giving grades.	1	2	3	4	5	6	7
Y	N	32. The instructor appears to have complete knowledge of the subject he/she teaches.	1	2	3	4	5	6	7
Y	N	33. The instructor tells students what they must do or learn in order to successfully complete the course requirements.	1	2	3	4	5	6	7
Y	N	34. The instructor appears interested in the occupational field he/she teaches.	1	2	3	4	5	6	7
Y	N	35. The instructor seems to be concerned about each student.	1	2	3	4	5	6	7
Y	N	36. The instructor appears to have a broad background of occupational experience.	1	2	3	4	5	6	7
Y	N	37. The instructor works closely with students who have special needs.	1	2	3	4	5	6	7

Intran-1346C-SE713-54321

APPENDIX C

ITEM RELEVANCE OF NEEDS ASSESSMENT INSTRUMENT FOR SECONDARY PERSONNEL

a) Combined Responses for Three States
b) Kentucky
c) Virginia
d) Wisconsin

APPENDIX C. (a)

Table 30

ITEM RELEVANCE AS PERCEIVED BY SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

KENTUCKY, VIRGINIA, WISCONSIN

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				67.1	32.2	.7	65.4	34.6	0
2. Collect and interpret employer demands and student occupational interest information. (1)	71.0	25.6	3.3	65.1	34.2	.7	66.0	33.3	.7
3. Apply the findings of a community survey to your vocational program.				73.2	25.5	1.3	87.6	11.8	.7
4. Organize or reorganize an occupational advisory committee.				65.1	33.6	1.3	73.2	26.1	.7
5. Maintain an occupational advisory committee.				66.4	32.2	1.3	73.9	25.5	.7
6. Use an advisory committee to set vocational program goals and objectives.				73.2	24.8	2.0	79.7	19.6	.7
7. Develop long-range plans for your vocational program.				80.5	17.4	2.0	90.8	8.5	.7

Table 30 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				59.1	38.9	2.0	78.4	20.9	.7
9. Conduct a continuous student follow-up study of former students. (2)	49.0	47.0	4.0	65.8	32.2	2.0	82.4	17.0	.7
10. Evaluate your vocational program. (3)	69.1	26.9	4.0	86.6	11.4	2.0	91.5	7.2	1.3
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				81.9	16.1	2.0	83.7	16.3	---
12. Develop a course of study.				90.6	8.1	1.3	98.7	1.3	0
13. Determine and analyze the instructional needs of students.				94.0	3.4	2.7	99.3	0	.7
14. Write student performance objectives. (4)	87.3	9.3	3.5	85.2	12.8	2.0	92.8	6.5	.7
15. Plan and write a unit of instruction.				89.9	8.7	1.3	98.0	2.0	---
16. Write a lesson plan. (5)	85.9	11.1	2.9	85.9	12.8	1.3	92.2	7.8	---
17. Obtain appropriate student instructional materials.				96.6	1.3	2.0	99.3	.7	0
18. Design and prepare teacher-made instructional materials. (6)	75.9	23.0	1.1	91.3	6.7	2.0	95.4	4.6	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	85.0	13.5	1.4	94.0	4.0	2.0	99.3	.7	0
20. Summarize a lesson for students.				92.6	6.0	1.3	96.7	3.3	0
21. Demonstrate a manipulative skill. (8)	80.9	17.6	1.4	89.3	8.7	2.0	98.7	1.3	0
22. Give a lecture. (9)	74.2	24.9	.9	88.6	9.4	2.0	98.7	1.3	0
23. Direct individual and/or group field trips. (10)	51.4	47.1	1.5	81.9	16.8	1.3	91.5	8.5	0
24. Conduct group discussions, panel discussions and symposiums.				75.8	22.8	1.3	90.2	9.8	0
25. Stimulate learning through brainstorming and buzz groups.				69.8	28.9	1.3	79.7	20.3	0
26. Facilitate student learning through role playing techniques.				66.4	32.2	1.3	82.4	17.6	0
27. Organize and direct student laboratory experiences. (11)	65.2	32.5	2.3	85.2	13.4	1.3	98.0	2.0	0
28. Direct students in applying problem-solving techniques.				91.9	6.7	1.3	98.7	1.3	0
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				86.6	12.1	1.3	96.1	3.9	0
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				90.6	8.1	1.3	97.4	2.6	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	90.9	7.3	1.7	85.9	11.4	2.7	99.3	.7	0
32. Design a lesson which considers individual differences of students.				87.9	10.7	1.3	94.1	5.9	0
33. Present information using illustrations from your occupational specialty.				85.9	12.8	1.3	97.4	2.6	0
34. Demonstrate a concept or principle from your occupational specialty.				81.9	14.1	4.0	96.7	3.3	0
35. Plan, present and evaluate a lesson as a team teaching member.				42.3	55.7	2.0	57.5	42.5	0
36. Present information using a subject matter expert. (13)	45.4	53.0	1.6	77.2	21.5	1.3	85.0	15.0	0
37. Develop bulletin boards and exhibits.				80.5	17.4	2.0	92.2	7.8	0
38. Present a lesson using models, flannel board or real objects.				79.9	18.8	1.3	87.6	11.7	.7
39. Present information using overhead or opaque projectors. (14)	60.6	37.9	1.4	87.2	10.7	2.0	96.1	3.9	0
40. Present information using films, filmstrips and slides.				89.9	8.7	1.3	94.8	5.2	0
41. Present information with televised and videotaped materials.				58.4	39.6	2.0	64.7	35.3	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				73.8	24.8	1.3	88.2	11.8	0
43. Present information with chalkboard and flip chart. (15)	80.2	18.3	1.5	91.9	6.7	1.3	97.4	2.6	0
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				89.9	8.7	1.3	90.8	8.5	.7
45. Direct independent and group study of students.				79.9	18.8	1.3	86.3	12.4	1.3
46. Direct individualized or personalized instruction. (16)	86.2	11.6	2.1	93.3	5.4	1.3	96.7	1.3	2.0
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	85.5	12.9	1.6	90.6	8.1	1.3	97.4	1.3	1.3
48. Use instructional contracts for individualized or personalized instruction.				49.0	48.3	2.7	61.4	38.6	0
49. Direct programmed instruction.				57.7	38.9	3.4	66.0	33.3	.7
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				66.4	30.9	2.7	70.6	28.8	.7
51. Identify students who need special assistance to succeed in your vocational program. (18)	82.2	14.9	2.8	90.6	8.1	1.3	96.1	3.9	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				65.8	32.2	2.0	83.7	16.3	0
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				75.8	22.8	1.3	79.7	19.6	.7
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	36.2	61.2	2.6	69.1	29.5	1.3	75.2	24.2	.7
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				91.3	6.7	2.0	98.7	1.3	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	18.6	79.3	2.1	89.3	8.7	2.0	98.7	1.3	---
57. Develop a test or similar device to assess student attitudes toward the subject area.				80.5	17.4	2.0	87.6	11.8	.7
58. Develop a test or system to assess the technical skill level of students. (21)	82.8	14.8	2.4	85.2	12.8	2.0	98.0	2.0	---
59. Determine student grades or performance levels in the program. (22)	88.7	7.3	4.0	92.6	5.4	2.0	98.0	1.3	.7
60. Evaluate your own instructional effectiveness.				96.6	1.3	2.0	98.0	.7	1.3

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				92.6	4.7	2.7	98.0	2.0	0
62. Prepare financial budgets and reports for your programs.				72.5	25.5	2.0	75.8	23.5	.7
63. Purchase or arrange for purchasing supplies and equipment.				83.2	14.1	2.7	86.3	13.7	0
64. Maintain a filing system. (23)	77.6	20.2	2.2	87.2	11.4	1.3	95.4	4.6	0
65. Develop a safety program based on local, state, and federal safety regulations.				69.8	28.2	2.0	82.4	17.0	.7
66. Explain accident and safety procedures. (24)	71.6	26.6	1.9	77.2	20.8	2.0	91.5	6.5	2.0
67. Develop a system for administering preventive and corrective classroom discipline. (25)	87.0	10.8	2.3	89.3	9.4	1.3	98.0	2.0	0
68. Organize a vocational laboratory.				47.7	22.8	29.5	30.1	15.0	54.9
69. Manage and maintain a vocational laboratory.				69.1	27.5	3.4	81.0	18.3	.7
VII. GUIDANCE									
70. Clarify your own personal and social values.				80.5	16.1	3.4	82.4	17.6	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	80.1	17.8	2.1	87.9	9.4	2.7	96.1	3.9	0
72. Identify and interpret student personal or cumulative information.				79.2	17.4	3.4	85.0	15.0	0
73. Gather student data through personal contacts.				79.2	18.1	2.7	82.4	17.0	.7
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	80.6	18.2	1.2	87.2	10.1	2.7	98.0	1.3	.7
75. Provide information on educational and career opportunities. (28)	77.9	20.4	1.7	89.3	8.1	2.7	95.4	4.6	0
76. Teach job and education seeking skills. (29)	65.1	32.9	2.0	83.9	13.4	2.7	98.0	2.0	0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				70.5	27.5	2.0	85.6	14.4	---
78. Make presentations to school and community groups to promote your program. (31)	48.9	49.7	1.4	68.5	29.5	2.0	75.2	24.8	0
79. Design and provide brochures to inform the school and community about your program.				65.1	32.9	2.0	56.2	43.1	.7
80. Design and provide displays in the school and community on your program.				73.8	24.8	1.3	83.7	15.7	.7

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				57.0	40.3	2.7	64.1	35.3	.7
82. Plan and present television and radio programs to promote your program.				40.3	57.7	2.0	39.9	58.8	1.3
83. Plan and conduct an open house for your program. (32)	60.1	37.7	2.2	77.9	20.8	1.3	83.0	16.3	.7
84. Provide services to members of the community (e.g., adult evening classes).				69.1	28.9	2.0	69.9	28.8	1.3
85. Cooperate with state and local educators. (33)	84.2	12.4	3.4	88.6	9.4	2.0	94.1	4.6	1.3
86. Obtain feedback from the school and community concerning your program.				83.9	14.1	2.0	94.1	4.6	1.3
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				76.5	22.1	1.3	79.7	19.6	.7
88. Establish a student vocational organization.				65.1	33.6	1.3	69.3	30.1	.7
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	68.8	29.0	2.2	69.1	29.5	1.3	76.5	23.5	0

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				63.1	35.6	1.3	70.6	29.4	0
91. Supervise activities of student vocational organizations. (35)	63.5	33.6	2.9	65.8	30.9	3.4	72.5	27.5	0
92. Provide learning experiences for students through vocational organization competitive events.				67.1	30.9	2.0	74.5	25.5	0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	88.0	10.5	1.5	93.3	4.0	2.7	99.3	.7	0
94. Develop and maintain active involvement in professional teaching organizations.				82.6	14.1	3.4	94.8	4.6	.7
95. Develop and maintain a professional philosophy of education/teaching. (37)	92.6	5.8	1.6	87.2	9.4	3.4	99.3	.7	0
96. Develop and maintain active involvement in school and community affairs. (38)	73.6	24.7	1.7	83.2	12.8	4.0	98.0	2.0	0
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				86.6	9.4	4.0	93.5	5.2	1.3

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				40.9	55.7	3.4	55.6	43.8	.7
99. Plan the student teaching experience.				38.9	57.7	3.4	45.8	53.6	.7
100. Supervise student teachers.				38.3	58.4	3.4	45.8	53.6	.7
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				43.6	50.3	6.0	50.3	49.0	.7
102. Establish and apply policies for managing student attendance, transfers and terminations.				51.0	43.0	6.0	66.7	32.7	.7
103. Recruit and enroll prospective students.				49.0	47.0	4.0	54.9	43.8	1.3
104. Identify and secure prospective training stations for co-op students.				35.6	59.7	4.7	51.6	46.4	2.0
105. Place co-op students in appropriate training stations.				34.2	61.1	4.7	45.8	52.9	1.3
106. Develop the training ability of on-the-job supervisors.				26.2	69.1	4.7	34.6	63.4	2.0
107. Coordinate and supervise on-the-job instruction.				32.2	63.8	4.0	49.7	49.0	1.3

Table 30 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	70.8	28.0	1.2	36.9	57.7	5.4	52.9	45.8	1.3
109. Plan and conduct related instruction.				45.6	49.7	4.7	57.5	41.2	1.3
110. Plan and conduct an employer-employee appreciation event or banquet.				26.2	69.1	4.7	28.1	67.3	2.6
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	54.8	43.4	1.8						
40. Providing up-to-date career and occupational information.	74.4	24.9	.6						

APPENDIX C. (b)

Table 31

ITEM RELEVANCE AS PERCEIVED BY SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

KENTUCKY

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				71.2	28.8	0	62.3	37.7	---
2. Collect and interpret employer demands and student occupational interest information. (1)	72.7	25.8	1.5	61.5	38.5	0	52.8	47.2	---
3. Apply the findings of a community survey to your vocational program.				78.8	21.2	0	79.2	20.8	0
4. Organize or reorganize an occupational advisory committee.				63.5	36.5	0	64.2	35.8	0
5. Maintain an occupational advisory committee.				63.5	36.5	0	64.2	35.8	0
6. Use an advisory committee to set vocational program goals and objectives.				78.8	19.2	1.9	64.2	35.8	0
7. Develop long-range plans for your vocational program.				86.5	13.5	0	94.3	5.7	0

Table 31 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				48.1	50.0	1.9	67.9	32.1	0
9. Conduct a continuous student follow-up study of former students. (2)	51.6	46.6	1.8	67.3	30.8	1.9	75.5	24.5	0
10. Evaluate your vocational program. (3)	73.2	24.5	2.4	88.5	9.6	1.9	88.7	11.3	0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				84.6	13.5	1.9	92.7	7.5	---
12. Develop a course of study.				92.3	7.7	0	98.1	1.9	0
13. Determine and analyze the instructional needs of students.				92.3	5.8	1.9	98.1	0	1.9
14. Write student performance objectives. (4)	89.0	9.0	2.0	86.5	13.5	0	90.6	9.4	---
15. Plan and write a unit of instruction.				86.5	13.5	0	96.2	3.8	---
16. Write a lesson plan. (5)	86.3	12.3	1.4	88.5	11.5	0	96.2	3.8	---
17. Obtain appropriate student instructional materials.				98.1	1.9	0	98.1	1.9	0
18. Design and prepare teacher-made instructional materials. (6)	77.4	22.0	1.6	94.2	5.8	0	98.1	1.9	---

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	85.2	13.7	1.1	96.2	1.9	1.9	98.1	1.9	---
20. Summarize a lesson for students.				94.2	5.8	0	90.6	9.4	---
21. Demonstrate a manipulative skill. (8)	82.8	16.1	1.2	92.3	7.7	0	98.1	1.9	---
22. Give a lecture. (9)	74.9	24.4	.7	88.5	11.5	0	98.1	1.9	---
23. Direct individual and/or group field trips. (10)	57.8	41.1	1.1	86.5	13.5	0	94.3	5.7	---
24. Conduct group discussions, panel discussions and symposiums.				75.0	25.0	0	79.2	20.8	---
25. Stimulate learning through brainstorming and buzz groups.				76.9	23.1	0	73.6	26.4	---
26. Facilitate student learning through role playing techniques.				71.2	28.8	0	86.8	13.2	---
27. Organize and direct student laboratory experiences. (11)	69.5	28.4	2.1	88.5	11.5	0	98.1	1.9	0
28. Direct students in applying problem-solving techniques.				94.2	5.8	0	100.0	---	---
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				94.2	5.8	0	94.3	5.7	---
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				88.5	11.5	0	92.5	7.5	---

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	92.0	6.7	1.4	88.5	9.6	1.9	100.0	0	---
32. Design a lesson which considers individual differences of students.				88.5	11.5	0	96.2	3.8	---
33. Present information using illustrations from your occupational specialty.				90.4	9.6	0	94.3	5.7	---
34. Demonstrate a concept or principle from your occupational specialty.				88.5	7.7	3.8	92.5	7.5	---
35. Plan, present and evaluate a lesson as a team teaching member.				46.2	53.8	0	60.4	39.6	---
36. Present information using a subject matter expert. (13)	47.1	51.5	1.5	75.0	25.0	0	92.5	7.5	0
37. Develop bulletin boards and exhibits.				84.6	13.5	1.9	94.3	5.7	---
38. Present a lesson using models, flannel board or real objects.				84.6	15.4	0	88.7	11.3	---
39. Present information using overhead or opaque projectors. (14)	55.0	43.8	1.2	84.6	15.4	0	88.7	11.3	0
40. Present information using films, filmstrips and slides.				86.5	13.5	0	88.7	11.3	0
41. Present information with televised and videotaped materials.				51.9	48.1	0	49.1	50.9	0

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				76.9	23.1	0	90.6	9.4	---
43. Present information with chalkboard and flip chart. (15)	77.6	21.1	1.4	96.2	3.8	0	94.3	5.7	---
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				94.2	5.8	0	77.4	20.8	1.9
45. Direct independent and group study of students.				82.7	17.3	0	81.1	15.1	3.8
46. Direct individualized or personalized instruction. (16)	88.3	9.9	1.8	94.2	5.8	0	90.6	3.8	5.7
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	87.0	11.8	1.2	90.4	9.6	0	96.2	1.9	1.9
48. Use instructional contracts for individualized or personalized instruction.				42.3	57.7	0	35.8	64.2	---
49. Direct programmed instruction.				53.8	46.2	0	56.5	41.5	1.9
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				67.3	32.7	0	49.1	49.1	1.9
51. Identify students who need special assistance to succeed in your vocational program. (18)	85.6	12.0	2.4	98.1	1.9	0	88.7	11.3	0

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				71.2	28.8	0	73.6	26.4	0
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				76.9	23.1	0	47.2	52.8	0
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	35.7	62.1	2.2	65.4	34.6	0	58.5	41.5	0
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				96.2	3.8	0	96.2	3.8	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	79.2	18.8	2.0	96.2	3.8	0	98.1	1.9	---
57. Develop a test or similar device to assess student attitudes toward the subject area.				82.7	17.3	0	79.2	18.9	1.9
58. Develop a test or system to assess the technical skill level of students. (21)	83.4	14.1	2.6	90.4	7.7	1.9	96.2	3.8	---
59. Determine student grades or performance levels in the program. (22)	90.7	6.1	3.2	96.2	3.8	0	94.3	3.8	1.9
60. Evaluate your own instructional effectiveness.				96.2	1.9	1.9	94.3	1.9	3.8

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				98.1	1.9	0	98.1	1.9	0
62. Prepare financial budgets and reports for your programs.				82.7	17.3	0	75.5	22.6	1.9
63. Purchase or arrange for purchasing supplies and equipment.				90.4	9.6	0	92.5	7.5	0
64. Maintain a filing system. (23)	80.3	18.2	1.6	94.2	5.8	0	94.3	5.7	0
65. Develop a safety program based on local, state, and federal safety regulations.				73.8	21.2	0	79.2	18.9	1.9
66. Explain accident and safety procedures. (24)	74.0	24.5	1.5	80.8	19.2	0	84.9	11.3	3.8
67. Develop a system for administering preventive and corrective classroom discipline. (25)	89.5	8.9	1.6	92.3	7.7	0	98.1	1.9	0
68. Organize a vocational laboratory.				48.1	19.2	32.7	34.0	11.3	54.7
69. Manage and maintain a vocational laboratory.				73.1	25.0	1.9	83.0	15.1	1.9
VII. GUIDANCE									
70. Clarify your own personal and social values.				82.7	17.3	0	49.1	50.9	0

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	82.4	16.0	1.6	90.4	9.6	0	88.7	11.3	0
72. Identify and interpret student personal or cumulative information.				78.8	19.2	1.9	69.8	30.2	0
73. Gather student data through personal contacts.				82.7	17.3	0	52.8	47.2	0
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	85.7	13.7	.6	88.5	11.5	0	94.3	3.8	1.9
75. Provide information on educational and career opportunities. (28)	81.5	17.8	.7	94.2	5.8	0	90.6	9.4	0
76. Teach job and education seeking skills. (29)	69.4	29.1	1.5	90.4	9.6	0	94.3	5.7	0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				84.6	15.4	0	71.7	28.3	---
78. Make presentations to school and community groups to promote your program. (31)	51.0	48.3	.7	80.8	19.2	0	75.5	24.5	0
79. Design and provide brochures to inform the school and community about your program.				78.8	21.2	0	60.4	27.7	1.9
80. Design and provide displays in the school and community on your program.				78.8	21.2	0	69.8	28.3	1.9

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				73.1	25.0	1.9	62.3	37.7	---
82. Plan and present television and radio programs to promote your program.				53.8	46.2	0	35.8	62.3	1.9
83. Plan and conduct an open house for your program. (32)	57.7	40.2	2.1	90.4	9.6	0	81.1	18.9	---
84. Provide services to members of the community (e.g., adult evening classes).				80.8	19.2	0	67.9	30.2	1.9
85. Cooperate with state and local educators. (33)	88.0	10.4	1.6	96.2	3.8	0	90.6	7.5	1.9
86. Obtain feedback from the school and community concerning your program.				92.3	7.7	0	90.6	9.4	0
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				82.7	17.3	0	58.5	41.5	---
88. Establish a student vocational organization.				75.0	25.0	0	56.6	43.4	0
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	71.5	26.9	1.6	76.9	23.1	0	56.6	43.4	0

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				69.2	30.8	0	56.6	43.4	0
91. Supervise activities of student vocational organizations. (35)	66.0	31.8	2.3	65.4	32.7	1.9	58.5	41.4	0
92. Provide learning experiences for students through vocational organization competitive events.				73.1	25.0	1.9	56.6	43.4	0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	89.2	9.8	1.0	96.2	3.8	0	98.1	1.9	---
94. Develop and maintain active involvement in professional teaching organizations.				86.5	13.5	0	88.7	9.4	1.9
95. Develop and maintain a professional philosophy of education/teaching. (37)	94.2	4.7	1.2	92.3	7.7	0	98.1	1.9	---
96. Develop and maintain active involvement in school and community affairs. (38)	74.2	24.5	1.3	88.5	11.5	0	98.1	1.9	---
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				90.4	7.7	1.9	92.5	5.7	1.9

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				26.9	73.1	0	50.9	49.1	---
99. Plan the student teaching experience.				30.8	69.2	0	32.1	67.9	0
100. Supervise student teachers.				25.0	75.0	0	32.1	67.9	---
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				51.9	44.2	3.8	47.2	52.8	---
102. Establish and apply policies for managing student attendance, transfers and terminations.				63.5	34.6	1.9	62.3	37.7	---
103. Recruit and enroll prospective students.				59.6	38.5	1.9	49.1	50.9	0
104. Identify and secure prospective training stations for co-op students.				38.5	59.6	1.9	49.1	49.1	1.9
105. Place co-op students in appropriate training stations.				36.5	61.5	1.9	39.6	58.5	1.9
106. Develop the training ability of on-the-job supervisors.				28.8	69.2	1.9	22.6	73.6	3.8
107. Coordinate and supervise on-the-job instruction.				36.5	61.5	1.9	41.5	56.6	1.9

Table 31 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	73.7	25.4	.9	42.3	55.8	1.9	47.2	50.9	1.9
109. Plan and conduct related instruction.				50.0	48.1	1.9	58.5	39.6	1.9
110. Plan and conduct an employer-employee appreciation event or banquet.				30.8	67.8	1.9	15.1	83.0	1.9
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	56.1	42.2	1.7						
40. Providing up-to-date career and occupational information.	76.5	23.4	.2						

APPENDIX C. (c)

Table 32

ITEM RELEVANCE AS PERCEIVED BY SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

VIRGINIA

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				68.2	31.8	0	56.7	43.3	---
2. Collect and interpret employer demands and student occupational interest information. (1)	71.9	23.3	4.9	71.2	28.8	0	67.2	31.3	1.5
3. Apply the findings of a community survey to your vocational program.				72.7	25.8	1.5	89.6	9.0	1.5
4. Organize or reorganize an occupational advisory committee.				74.2	24.2	1.5	74.6	23.9	1.5
5. Maintain an occupational advisory committee.				67.9	29.5	2.6	77.6	20.9	1.5
6. Use an advisory committee to set vocational program goals and objectives.				77.3	21.2	1.5	86.6	11.9	1.5
7. Develop long-range plans for your vocational program.				84.8	13.6	1.5	86.6	11.9	1.5

Table 32 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				69.7	28.8	1.5	82.1	16.4	1.5
9. Conduct a continuous student follow-up study of former students. (2)	51.4	41.9	6.7	72.7	25.8	1.5	82.1	16.4	1.5
10. Evaluate your vocational program. (3)	69.4	24.9	5.7	89.4	9.1	1.5	91.0	6.0	3.0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				87.9	10.6	1.5	98.5	1.5	---
12. Develop a course of study.				92.4	6.1	1.5	100.0	---	---
13. Determine and analyze the instructional needs of students.				97.0	1.5	1.5	100.0	0	---
14. Write student performance objectives. (4)	83.3	11.4	5.3	87.9	9.1	3.0	97.0	1.5	1.5
15. Plan and write a unit of instruction.				92.4	6.1	1.5	100.0	---	---
16. Write a lesson plan. (5)	83.0	12.3	4.6	83.3	15.2	1.5	89.6	10.4	---
17. Obtain appropriate student instructional materials.				95.5	1.5	3.0	100.0	---	---
18. Design and prepare teacher-made instructional materials. (6)	73.5	24.8	1.7	87.9	9.1	3.0	98.5	1.5	---

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	84.3	13.8	1.9	92.4	6.1	1.5	100	0	0
20. Summarize a lesson for students.				90.9	7.6	1.5	100	0	0
21. Demonstrate a manipulative skill. (8)	79.3	18.4	2.3	86.4	10.6	3.0	98.5	1.5	0
22. Give a lecture. (9)	75.6	23.0	1.4	87.9	9.1	3.0	100	---	0
23. Direct individual and/or group field trips. (10)	51.8	45.5	2.7	80.3	18.2	1.5	86.6	13.4	0
24. Conduct group discussions, panel discussions and symposiums.				75.8	22.7	1.5	94.0	6.0	0
25. Stimulate learning through brainstorming and buzz groups.				66.7	31.8	1.5	77.6	22.4	---
26. Facilitate student learning through role playing techniques.				68.2	30.3	1.5	89.6	10.4	---
27. Organize and direct student laboratory experiences. (11)	64.4	33.0	2.6	80.3	18.2	1.5	97.0	3.0	0
28. Direct students in applying problem-solving techniques.				87.9	10.6	1.5	100	0	0
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				81.8	16.7	1.5	95.5	4.5	0
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				90.9	7.6	1.5	100	0	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	88.3	9.6	2.1	84.8	12.1	3.0	98.5	1.5	0
32. Design a lesson which considers individual differences of students.				90.9	7.6	1.5	89.6	10.4	0
33. Present information using illustrations from your occupational specialty.				84.8	13.6	1.5	98.5	1.5	0
34. Demonstrate a concept or principle from your occupational specialty.				80.3	16.7	3.0	98.5	1.5	0
35. Plan, present and evaluate a lesson as a team teaching member.				40.9	56.1	3.0	50.7	49.3	0
36. Present information using a subject matter expert. (13)	52.4	45.6	1.9	77.3	21.2	1.5	76.1	23.9	0
37. Develop bulletin boards and exhibits.				80.3	18.2	1.5	92.5	7.5	---
38. Present a lesson using models, flannel board or real objects.				77.3	21.2	1.5	97.0	3.0	0
39. Present information using overhead or opaque projectors. (14)	61.6	36.9	1.5	86.4	10.6	3.0	100	0	0
40. Present information using films, filmstrips and slides.				90.9	7.6	1.5	97.0	3.0	0
41. Present information with televised and videotaped materials.				60.6	36.4	3.0	64.2	35.8	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				72.7	25.8	1.5	80.6	19.4	0
43. Present information with chalkboard and flip chart. (15)	83.8	14.3	1.9	90.9	7.6	1.5	98.5	1.5	0
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				87.9	10.6	1.5	97.0	3.0	0
45. Direct independent and group study of students.				81.8	16.7	1.5	83.6	16.4	0
46. Direct individualized or personalized instruction. (16)	83.0	14.7	2.3	90.9	7.6	1.5	100	0	0
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	83.2	14.5	2.3	90.9	7.6	1.5	97.0	1.5	1.5
48. Use instructional contracts for individualized or personalized instruction.				50.0	45.5	4.5	67.2	32.8	0
49. Direct programmed instruction.				62.1	31.8	6.1	56.7	43.3	0
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				74.2	21.2	4.5	92.5	7.5	0
51. Identify students who need special assistance to succeed in your vocational program. (18)	77.8	18.5	3.7	87.9	10.6	1.5	100	0	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				59.1	37.9	3.0	85.1	14.9	0
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				77.3	21.2	1.5	97.0	1.5	1.5
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	40.1	57.3	2.6	75.8	22.7	1.5	97.0	1.5	1.5
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				87.9	9.1	3.0	100.0	0	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	81.5	15.7	2.8	84.8	12.1	3.0	100.0	0	0
57. Develop a test or similar device to assess student attitudes toward the subject area.				83.3	13.6	3.0	97.0	3.0	0
58. Develop a test or system to assess the technical skill level of students. (21)	79.2	18.1	2.7	83.3	15.2	1.5	98.5	1.5	0
59. Determine student grades or performance levels in the program. (22)	85.0	10.0	5.0	89.4	7.6	3.0	100.0	0	0
60. Evaluate your own instructional effectiveness.				97.0	1.5	1.5	100.0	0	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				87.9	7.6	4.5	98.5	1.5	0
62. Prepare financial budgets and reports for your programs.				65.2	31.8	3.0	67.2	32.8	0
63. Purchase or arrange for purchasing supplies and equipment.				81.8	13.6	4.5	80.6	19.4	0
64. Maintain a filing system. (23)	76.0	20.8	3.2	83.3	15.2	1.5	95.5	4.5	0
65. Develop a safety program based on local, state, and federal safety regulations.				71.2	25.8	3.0	85.1	14.9	0
66. Explain accident and safety procedures. (24)	71.3	25.8	2.8	75.8	21.2	3.0	95.5	3.0	1.5
67. Develop a system for administering preventive and corrective classroom discipline. (25)	83.8	13.4	2.8	89.4	9.1	1.5	98.5	1.5	0
68. Organize a vocational laboratory.				43.9	19.7	36.4	37.3	6.0	56.7
69. Manage and maintain a vocational laboratory.				69.7	28.8	1.5	73.1	26.9	0
VII. GUIDANCE									
70. Clarify your own personal and social values.				81.8	15.2	3.0	100	0	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	77.6	19.8	2.6	89.4	9.1	1.5	100	0	0
72. Identify and interpret student personal or cumulative information.				84.8	13.6	1.5	91.0	9.0	0
73. Gather student data through personal contacts.				84.8	13.6	1.5	98.5	0	1.5
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	78.7	19.5	1.8	90.9	7.6	1.5	100	0	0
75. Provide information on educational and career opportunities. (28)	77.9	18.8	3.3	89.4	9.1	1.5	100	0	0
76. Teach job and education seeking skills. (29)	59.4	39.2	1.4	83.3	15.2	1.5	100	0	0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				69.7	27.3	3.0	91.0	9.0	0
78. Make presentations to school and community groups to promote your program. (31)	54.8	43.3	1.9	68.2	28.8	3.0	65.7	34.3	0
79. Design and provide brochures to inform the school and community about your program.				69.7	27.3	3.0	47.8	52.2	0
80. Design and provide displays in the school and community on your program.				75.8	22.7	1.5	89.6	10.4	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				57.6	39.4	3.0	55.2	43.3	1.5
82. Plan and present television and radio programs to promote your program.				45.5	51.5	3.0	37.3	61.2	1.5
83. Plan and conduct an open house for your program. (32)	62.2	35.2	2.6	72.7	25.8	1.5	83.6	14.9	1.5
84. Provide services to members of the community (e.g., adult evening classes).				74.2	22.7	3.0	62.7	35.8	1.5
85. Cooperate with state and local educators. (33)	80.5	14.3	5.3	89.4	7.6	3.0	97.0	1.5	1.5
86. Obtain feedback from the school and community concerning your program.				86.4	10.6	3.0	95.5	1.5	3.0
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				81.8	16.7	1.5	88.1	10.4	1.5
88. Establish a student vocational organization.				74.2	24.2	1.5	70.1	28.4	1.5
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	72.0	25.2	2.8	78.8	19.7	1.5	86.6	13.4	0

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				69.7	28.8	1.5	73.1	26.9	0
91. Supervise activities of student vocational organizations. (35)	69.5	26.7	3.7	78.8	16.7	4.5	76.1	23.9	0
92. Provide learning experiences for students through vocational organization competitive events.				77.3	21.2	1.5	82.1	17.9	0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	85.7	12.5	1.8	92.4	4.5	3.0	100.0	0	0
94. Develop and maintain active involvement in professional teaching organizations.				81.8	13.6	4.5	98.5	1.5	0
95. Develop and maintain a professional philosophy of education/teaching. (37)	89.6	7.8	2.6	84.8	10.6	4.5	100	0	0
96. Develop and maintain active involvement in school and community affairs. (38)	73.1	24.6	2.3	80.3	13.6	6.1	98.5	1.5	0
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				87.9	7.6	4.5	97.0	1.5	1.5

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				50.0	45.5	4.5	40.3	58.2	1.5
99. Plan the student teaching experience.				43.9	51.5	4.5	32.8	65.7	1.5
100. Supervise student teachers.				48.5	47.0	4.5	32.8	65.7	1.5
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				37.9	54.5	7.6	31.3	67.2	1.5
102. Establish and apply policies for managing student attendance, transfers and terminations.				50.0	42.4	7.6	55.2	43.3	1.5
103. Recruit and enroll prospective students.				48.5	47.0	4.5	38.8	58.2	3.0
104. Identify and secure prospective training stations for co-op students.				37.9	56.1	6.1	34.3	62.7	3.0
105. Place co-op students in appropriate training stations.				37.9	56.1	6.1	34.3	64.2	1.5
106. Develop the training ability of on-the-job supervisors.				30.3	63.6	6.1	28.4	70.1	1.5
107. Coordinate and supervise on-the-job instruction.				33.3	62.1	4.5	34.3	64.2	1.5

Table 32 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	66.7	31.9	1.4	37.9	54.5	7.6	37.3	61.2	1.5
109. Plan and conduct related instruction.				45.5	48.5	6.1	40.3	58.2	1.5
110. Plan and conduct an employer-employee appreciation event or banquet.				28.8	65.2	6.1	13.4	83.6	3.0
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	59.4	39.2	1.4						
40. Providing up-to-date career and occupational information.	77.6	21.3	1.0						

APPENDIX C. (d)

Table 33

ITEM RELEVANCE AS PERCEIVED BY SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

WISCONSIN

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				58.1	38.7	3.2	87.9	12.1	0
2. Collect and interpret employer demands and student occupational interest information. (1)	66.4	28.9	4.7	58.1	38.7	3.2	84.8	15.2	0
3. Apply the findings of a community survey to your vocational program.				64.5	32.3	3.2	97.0	3.0	0
4. Organize or reorganize an occupational advisory committee.				48.4	48.4	3.2	84.8	15.2	0
5. Maintain an occupational advisory committee.				54.8	41.9	3.2	81.8	18.2	0
6. Use an advisory committee to set vocational program goals and objectives.				54.8	41.9	3.2	90.9	9.1	0
7. Develop long-range plans for your vocational program.				61.3	32.3	6.5	93.9	6.1	0

Table 33 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				54.8	41.9	3.2	87.9	12.1	0
9. Conduct a continuous student follow-up study of former students. (2)	40.5	54.8	4.7	48.4	48.4	3.2	93.9	6.1	0
10. Evaluate your vocational program. (3)	60.4	34.5	5.1	77.4	19.4	3.2	97.0	3.0	0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				64.5	32.3	3.2	97.0	3.0	0
12. Develop a course of study.				93.8	4.7	1.6	97.0	3.0	0
13. Determine and analyze the instructional needs of students.				90.3	3.2	6.5	100.0	0	0
14. Write student performance objectives. (4)	89.5	6.7	3.8	77.4	19.4	3.2	87.9	12.1	0
15. Plan and write a unit of instruction.				90.3	6.5	3.2	97.0	3.0	0
16. Write a lesson plan. (5)	89.3	7.1	3.6	87.1	9.7	3.2	90.0	9.1	0
17. Obtain appropriate student instructional materials.				96.8	0	3.2	100.0	0	0
18. Design and prepare teacher-made instructional materials. (6)	76.4	22.5	1.1	93.5	3.2	3.2	84.8	15.2	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	85.7	12.9	1.5	93.5	3.2	3.2	100.0	0	0
20. Summarize a lesson for students.				93.5	3.2	3.2	100.0	0	0
21. Demonstrate a manipulative skill. (8)	79.5	19.8	.7	90.3	6.5	3.2	100.0	0	0
22. Give a lecture. (9)	71.0	28.7	.4	90.3	6.5	3.2	97.0	3.0	0
23. Direct individual and/or group field trips. (10)	37.9	61.3	.7	77.4	19.4	3.2	97.0	3.0	0
24. Conduct group discussions, panel discussions and symposiums.				77.4	19.4	3.2	100.0	0	0
25. Stimulate learning through brainstorming and buzz groups.				64.5	32.3	3.2	93.9	6.1	0
26. Facilitate student learning through role playing techniques.				54.8	41.9	3.2	60.6	39.4	0
27. Organize and direct student laboratory experiences. (11)	57.7	39.9	2.4	90.3	6.5	3.2	100.0	0	0
28. Direct students in applying problem-solving techniques.				96.8	0	3.2	93.9	6.1	0
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				83.9	12.9	3.2	100.0	0	0
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				93.5	3.2	3.2	100.0	0	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	92.6	5.4	2.0	38.9	12.9	3.2	100.0	0	0
32. Design a lesson which considers individual differences of students.				80.6	16.1	3.2	100.0	0	0
33. Present information using illustrations from your occupational specialty.				80.6	16.1	3.2	100.0	0	0
34. Demonstrate a concept or principle from your occupational specialty.				74.2	19.4	6.5	100.0	0	0
35. Plan, present and evaluate a lesson as a team teaching member.				38.7	58.1	3.2	66.7	33.3	0
36. Present information using a subject matter expert. (13)	32.1	66.4	1.5	80.6	16.1	3.2	90.9	9.1	0
37. Develop bulletin boards and exhibits.				74.2	22.6	3.2	87.9	12.1	0
38. Present a lesson using models, flannel board or real objects.				77.4	19.4	3.2	100.0	0	0
39. Present information using overhead or opaque projectors. (14)	70.4	27.8	1.8	93.5	3.2	3.2	100.0	0	0
40. Present information using films, filmstrips and slides.				93.5	3.2	3.2	100.0	0	0
41. Present information with televised and videotaped materials.				64.5	32.3	3.2	90.9	9.1	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				71.0	25.8	3.2	100.0	0	0
43. Present information with chalkboard and flip chart. (15)	80.6	18.3	1.1	87.1	9.7	3.2	100.0	0	0
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				87.1	9.7	3.2	100.0	0	0
45. Direct independent and group study of students.				71.0	25.8	3.2	100.0	0	0
46. Direct individualized or personalized instruction. (16)	86.6	10.9	2.5	96.8	0	3.2	100.0	0	0
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	85.8	12.7	1.5	90.3	6.5	3.2	100.0	0	0
48. Use instructional contracts for individualized or personalized instruction.				58.1	38.7	3.2	90.9	9.1	0
49. Direct programmed instruction.				54.8	41.9	3.2	100.0	0	0
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				48.4	48.4	3.2	60.6	39.4	0
51. Identify students who need special assistance to succeed in your vocational program. (18)	81.9	15.6	2.5	83.9	12.9	3.2	100.0	0	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				71.0	25.8	3.2	97.0	3.0	0
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				71.0	25.8	3.2	97.0	3.0	0
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	31.9	64.8	3.3	61.3	35.5	3.2	57.6	42.4	0
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				90.3	6.5	3.2	100.0	0	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	76.2	22.3	1.5	87.1	9.7	3.2	97.0	3.0	0
57. Develop a test or similar device to assess student attitudes toward the subject area.				71.0	25.8	3.2	81.8	18.2	0
58. Develop a test or system to assess the technical skill level of students. (21)	86.8	11.4	1.8	80.6	16.1	3.2	100.0	0	0
59. Determine student grades or performance levels in the program. (22)	90.0	5.8	4.2	93.5	3.2	3.2	100.0	0	0
60. Evaluate your own instructional effectiveness.				96.8	0	3.2	100.0	0	0

Table 33Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				93.5	3.2	3.2	97.0	3.0	0
62. Prepare financial budgets and reports for your programs.				71.0	25.8	3.2	93.9	6.1	0
63. Purchase or arrange for purchasing supplies and equipment.				74.2	22.6	3.2	87.9	12.1	0
64. Maintain a filing system. (23)	74.4	23.6	2.0	83.9	12.9	3.2	97.0	3.0	0
65. Develop a safety program based on local, state, and federal safety regulations.				51.6	45.2	3.2	81.8	18.2	0
66. Explain accident and safety procedures. (24)	67.2	31.6	1.3	74.2	22.6	3.2	93.9	6.1	0
67. Develop a system for administering preventive and corrective classroom discipline. (25)	86.4	10.7	2.9	83.9	12.9	3.2	97.0	3.0	0
68. Organize a vocational laboratory.				54.8	35.5	9.7	9.1	39.4	51.5
69. Manage and maintain a vocational laboratory.				61.3	29.0	9.7	93.9	6.1	0
VII. GUIDANCE									
70. Clarify your own personal and social values.				74.2	16.1	9.7	100.0	0	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	78.9	18.5	2.5	80.6	9.7	9.7	100.0	0	0
72. Identify and interpret student personal or cumulative information.				67.7	22.6	9.7	97.0	3.0	0
73. Gather student data through personal contacts.				61.3	29.0	9.7	97.0	3.0	0
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	73.1	25.4	1.5	77.4	12.9	9.7	100.0	0	0
75. Provide information on educational and career opportunities. (28)	71.0	27.8	1.3	80.6	9.7	9.7	93.9	6.1	0
76. Teach job and education seeking skills. (29)	55.5	42.5	2.0	74.2	16.1	9.7	100.0	0	0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				48.4	48.4	3.2	97.0	3.0	0
78. Make presentations to school and community groups to promote your program. (31)	36.3	61.5	2.2	48.4	48.4	3.2	93.9	6.1	0
79. Design and provide brochures to inform the school and community about your program.				32.3	64.5	3.2	66.7	33.3	0
80. Design and provide displays in the school and community on your program.				61.3	35.5	3.2	93.9	6.1	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				29.0	67.7	3.2	84.8	15.2	0
82. Plan and present television and radio programs to promote your program.				6.5	90.3	3.2	51.5	48.5	0
83. Plan and conduct an open house for your program. (32)	61.9	36.3	1.8	67.7	29.0	3.2	84.8	15.2	0
84. Provide services to members of the community (e.g., adult evening classes).				38.7	58.1	3.2	87.9	12.1	0
85. Cooperate with state and local educators. (33)	82.2	13.6	4.2	74.2	22.6	3.2	93.9	6.1	0
86. Obtain feedback from the school and community concerning your program.				64.5	32.3	3.2	97.0	3.0	0
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				54.8	41.9	3.2	97.0	3.0	0
88. Establish a student vocational organization.				29.0	67.7	3.2	87.9	12.1	0
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	58.8	38.7	2.5	35.5	61.3	3.2	87.9	12.1	0

Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				38.7	58.1	3.2	87.9	12.1	0
91. Supervise activities of student vocational organizations. (35)	50.3	46.8	2.9	38.7	58.1	3.2	87.9	12.1	0
92. Provide learning experiences for students through vocational organization competitive events.				35.5	61.3	3.2	87.9	12.1	0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	88.6	9.3	2.2	90.3	3.2	6.5	100.0	0	0
94. Develop and maintain active involvement in professional teaching organizations.				77.4	16.1	6.5	97.0	3.0	0
95. Develop and maintain a professional philosophy of education/teaching. (37)	93.8	5.1	1.1	83.9	9.7	6.5	100.0	0	0
96. Develop and maintain active involvement in school and community affairs. (38)	73.0	25.2	1.8	80.6	12.9	6.5	97.0	3.0	0
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				77.4	16.1	6.5	87.9	12.1	0

Table 33Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				45.2	48.4	6.5	93.9	6.1	0
99. Plan the student teaching experience.				41.9	51.6	6.5	93.9	6.1	0
100. Supervise student teachers.				38.7	54.8	6.5	93.9	6.1	0
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				41.9	51.6	6.5	93.9	6.1	0
102. Establish and apply policies for managing student attendance, transfers and terminations.				32.3	58.1	9.7	97.0	3.0	0
103. Recruit and enroll prospective students.				32.3	61.3	6.5	97.0	3.0	0
104. Identify and secure prospective training stations for co-op students.				25.8	67.7	6.5	90.9	9.1	0
105. Place co-op students in appropriate training stations.				22.6	71.0	6.5	78.8	21.2	0
106. Develop the training ability of on-the-job supervisors.				12.9	80.6	6.5	66.7	33.3	0
107. Coordinate and supervise on-the-job instruction.				22.6	71.0	6.5	93.9	6.1	0

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Table 33 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	70.8	27.6	1.6	25.8	67.7	6.5	93.9	6.1	0
109. Plan and conduct related instruction.				38.7	54.8	6.5	90.9	9.1	0
110. Plan and conduct an employer-employee appreciation event or banquet.				12.9	80.6	6.5	78.8	9.1	3.0
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	45.7	51.9	2.4						
40. Providing up-to-date career and occupational information.	65.9	33.2	.9						

APPENDIX D

ITEM RELEVANCE OF NEEDS ASSESSMENT INSTRUMENT FOR POSTSECONDARY PERSONNEL

a) Combined Responses for Three States
b) Kentucky
c) Virginia
d) Wisconsin

APPENDIX D. (a)

Table 34

ITEM RELEVANCE AS PERCEIVED BY POST-SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

KENTUCKY, VIRGINIA, WISCONSIN

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				59.7	39.3	1.0	43.0	56.0	1.0
2. Collect and interpret employer demands and student occupational interest information. (1)	72.0	24.2	3.8	62.3	36.0	1.6	58.6	40.4	1.0
3. Apply the findings of a community survey to your vocational program.				72.1	26.6	1.3	77.5	21.2	1.3
4. Organize or reorganize an occupational advisory committee.				62.0	36.7	1.3	53.1	45.3	1.6
5. Maintain an occupational advisory committee.				66.2	32.1	1.6	56.0	42.0	2.0
6. Use an advisory committee to set vocational program goals and objectives.				74.4	23.4	2.3	72.6	26.1	1.3
7. Develop long-range plans for your vocational program.				81.2	16.6	2.3	74.6	23.1	2.3

Table 34 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				67.5	29.5	2.9	59.3	38.8	2.0
9. Conduct a continuous student follow-up study of former students. (2)	48.4	47.4	4.2	65.3	33.4	1.3	55.4	43.0	1.6
10. Evaluate your vocational program. (3)	70.7	24.9	4.4	84.1	14.3	1.6	82.4	15.6	2.0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				81.5	16.6	1.9	83.7	16.3	---
12. Develop a course of study.				90.9	7.5	1.6	94.8	4.9	.3
13. Determine and analyze the instructional needs of students.				93.5	4.9	1.6	97.1	2.9	0
14. Write student performance objectives. (4)	90.9	5.5	3.6	89.9	8.8	1.3	95.8	4.2	0
15. Plan and write a unit of instruction.				89.0	9.7	1.3	97.4	2.6	---
16. Write a lesson plan. (5)	90.5	6.3	3.2	87.7	10.7	1.6	98.7	1.3	---
17. Obtain appropriate student instructional materials.				95.1	3.6	1.3	98.0	1.3	.7
18. Design and prepare teacher-made instructional materials. (6)	79.0	20.4	.6	91.9	5.5	2.6	96.7	2.9	.3

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	90.1	9.0	.9	96.4	2.3	1.3	98.0	1.3	.7
20. Summarize a lesson for students.				95.5	2.9	1.6	96.7	2.3	1.0
21. Demonstrate a manipulative skill. (8)	78.7	20.6	.7	85.4	13.0	1.6	94.1	4.9	1.0
22. Give a lecture. (9)	86.8	12.1	1.0	89.6	9.1	1.3	98.0	1.0	1.0
23. Direct individual and/or group field trips. (10)	40.7	58.4	.9	74.7	24.0	1.3	87.6	11.4	1.0
24. Conduct group discussions, panel discussions and symposiums.				75.3	22.4	2.3	84.7	14.3	1.0
25. Stimulate learning through brainstorming and buzz groups.				67.5	30.8	1.6	71.3	28.0	.7
26. Facilitate student learning through role playing techniques.				58.1	40.3	1.6	60.6	39.1	.3
27. Organize and direct student laboratory experiences. (11)	60.7	38.0	1.3	83.4	14.9	1.6	92.8	5.9	1.3
28. Direct students in applying problem-solving techniques.				96.8	1.6	1.6	94.8	3.9	1.3
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				85.1	13.3	1.6	88.9	10.1	1.0
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				91.2	7.5	1.3	89.6	9.4	1.0

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	91.8	6.0	2.2	89.0	9.1	1.9	92.8	6.2	1.0
32. Design a lesson which considers individual differences of students.				85.7	11.7	2.6	89.9	8.5	1.6
33. Present information using illustrations from your occupational specialty.				90.3	8.4	1.3	93.2	6.2	.7
34. Demonstrate a concept or principle from your occupational specialty.				88.3	10.1	1.6	92.2	6.8	1.0
35. Plan, present and evaluate a lesson as a team teaching member.				51.3	46.1	2.6	59.6	40.1	.3
36. Present information using a subject matter expert. (13)	33.2	65.4	1.4	72.4	25.3	2.3	85.0	14.0	1.0
37. Develop bulletin boards and exhibits.				66.6	31.5	1.9	69.4	30.3	.3
38. Present a lesson using models, flannel board or real objects.				76.0	21.4	2.6	87.6	11.7	.7
39. Present information using overhead or opaque projectors. (14)	60.2	38.8	1.1	87.0	11.0	1.9	96.4	2.6	1.0
40. Present information using films, filmstrips and slides.				87.7	10.4	1.9	98.4	.3	1.3
41. Present information with televised and videotaped materials.				72.7	25.3	1.9	71.3	27.4	1.3

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				76.3	21.8	1.9	85.0	13.7	1.3
43. Present information with chalkboard and flip chart. (15)	86.1	13.0	.9	89.6	8.1	2.3	95.8	3.3	1.0
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				87.3	11.4	1.3	75.2	24.1	.7
45. Direct independent and group study of students.				87.0	11.7	1.3	86.0	12.4	1.6
46. Direct individualized or personalized instruction. (16)	87.7	10.4	1.9	91.9	6.8	1.3	86.6	12.4	1.0
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	88.4	10.0	1.6	94.8	3.9	1.3	94.1	4.9	1.0
48. Use instructional contracts for individualized or personalized instruction.				53.9	43.8	2.3	42.3	57.3	.3
49. Direct programmed instruction.				62.0	35.4	2.6	64.2	34.5	1.3
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				61.0	37.3	1.6	70.4	29.3	.3
51. Identify students who need special assistance to succeed in your vocational program. (18)	87.4	10.3	2.3	93.8	4.9	1.3	90.9	8.1	1.0

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				75.3	23.4	1.3	78.8	19.9	1.3
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				71.8	26.9	1.3	79.2	20.2	.7
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	24.0	73.5	2.6	65.6	33.4	1.0	71.0	28.3	.7
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				96.8	1.6	1.6	97.4	2.0	.7
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	81.2	17.1	1.7	92.9	5.5	1.6	97.4	2.6	---
57. Develop a test or similar device to assess student attitudes toward the subject area.				79.2	18.8	1.9	76.5	23.5	0
58. Develop a test or system to assess the technical skill level of students. (21)	86.1	12.3	1.6	89.6	8.8	1.6	90.2	9.8	---
59. Determine student grades or performance levels in the program. (22)	91.9	5.0	3.1	95.5	2.6	1.9	98.7	.3	1.0
60. Evaluate your own instructional effectiveness.				96.4	1.3	2.3	96.7	2.6	.7

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				89.3	8.8	1.9	90.9	8.1	1.0
62. Prepare financial budgets and reports for your programs.				58.8	39.6	1.6	61.6	38.1	.3
63. Purchase or arrange for purchasing supplies and equipment.				76.0	21.8	2.3	76.9	22.5	.7
64. Maintain a filing system. (23)	60.5	37.8	1.7	90.9	7.5	1.6	89.3	10.1	.7
65. Develop a safety program based on local, state, and federal safety regulations.				58.8	39.6	1.6	70.4	29.3	.3
66. Explain accident and safety procedures. (24)	58.8	39.7	1.5	73.4	24.7	1.9	84.4	15.3	.3
67. Develop a system for administering preventive and corrective classroom discipline. (25)	71.3	27.0	1.7	72.4	26.0	1.6	80.1	18.9	1.0
68. Organize a vocational laboratory.				45.5	22.7	31.8	50.5	18.6	30.9
69. Manage and maintain a vocational laboratory.				66.9	29.9	3.2	83.4	15.3	1.3
VII. GUIDANCE									
70. Clarify your own personal and social values.				76.0	21.8	2.3	80.8	18.9	.3

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	79.1	18.9	2.0	91.9	6.2	1.9	90.2	9.4	.3
72. Identify and interpret student personal or cumulative information.				78.2	19.2	2.6	82.4	17.3	.3
73. Gather student data through personal contacts.				71.4	26.0	2.6	69.7	29.6	.7
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	80.0	18.8	1.3	89.6	8.1	2.3	89.6	9.8	.7
75. Provide information on educational and career opportunities. (28)	77.6	20.6	1.8	89.6	7.5	2.9	91.9	7.8	.3
76. Teach job and education seeking skills. (29)	55.2	39.5	1.3	84.7	12.0	3.2	87.9	11.4	.7
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				59.4	38.6	1.9	62.9	37.1	---
78. Make presentations to school and community groups to promote your program. (31)	36.1	62.0	1.9	70.5	26.9	2.6	76.2	23.5	.3
79. Design and provide brochures to inform the school and community about your program.				56.2	41.2	2.6	38.8	61.2	0
80. Design and provide displays in the school and community on your program.				60.1	38.0	1.9	45.9	54.1	0

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				50.3	47.1	2.6	43.0	57.0	0
82. Plan and present television and radio programs to promote your program.				35.7	62.0	2.3	23.8	76.2	0
83. Plan and conduct an open house for your program. (32)	36.7	60.8	2.6	68.2	28.9	2.9	66.4	33.6	0
84. Provide services to members of the community (e.g., adult evening classes).				74.4	23.4	2.3	74.3	25.7	0
85. Cooperate with state and local educators. (33)	81.9	16.0	2.1	89.9	7.8	2.3	85.3	14.0	.7
86. Obtain feedback from the school and community concerning your program.				82.8	14.6	2.6	81.8	17.6	.7
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				72.4	25.3	2.3	76.5	23.1	.3
88. Establish a student vocational organization.				49.7	48.7	1.6	43.6	55.7	.7
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	60.4	37.2	2.4	60.4	36.7	2.9	59.0	40.4	.7

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				48.4	49.0	2.6	49.8	49.5	.7
91. Supervise activities of student vocational organizations. (35)	51.0	46.2	2.8	54.9	42.9	2.3	53.4	45.9	.7
92. Provide learning experiences for students through vocational organization competitive events.				54.2	44.2	1.6	50.5	48.9	.7
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	91.5	6.9	1.6	97.4	.6	1.9	98.0	.7	1.3
94. Develop and maintain active involvement in professional teaching organizations.				87.3	10.1	2.6	89.9	6.5	3.6
95. Develop and maintain a professional philosophy of education/teaching. (37)	95.1	3.8	1.1	92.2	4.9	2.9	94.8	3.9	1.3
96. Develop and maintain active involvement in school and community affairs. (38)	63.4	34.5	2.1	89.9	8.1	1.9	86.3	12.4	1.3
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				91.9	5.5	2.6	82.1	14.3	3.6

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				32.8	64.9	2.3	21.2	78.5	.3
99. Plan the student teaching experience.				29.2	67.9	2.9	19.2	80.5	.3
100. Supervise student teachers.				29.2	68.5	2.3	19.2	80.8	0
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				37.7	60.7	1.6	15.6	83.7	.7
102. Establish and apply policies for managing student attendance, transfers and terminations.				65.6	32.5	1.9	51.8	47.6	.7
103. Recruit and enroll prospective students.				64.0	33.4	2.6	49.8	49.2	1.0
104. Identify and secure prospective training stations for co-op students.				33.4	63.6	2.9	17.6	82.1	.3
105. Place co-op students in appropriate training stations.				31.2	66.6	2.3	16.0	83.7	.3
106. Develop the training ability of on-the-job supervisors.				30.5	66.6	2.9	14.3	85.3	.3
107. Coordinate and supervise on-the-job instruction.				39.6	57.1	3.2	25.1	74.3	.7

Table 34 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	66.3	32.2	1.5	46.4	50.6	2.9	40.4	59.3	.3
109. Plan and conduct related instruction.				59.1	37.7	3.2	56.0	43.0	1.0
110. Plan and conduct an employer-employee appreciation event or banquet.				28.9	66.9	4.2	15.0	72.6	8.8
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	46.2	52.1	1.8						
40. Providing up-to-date career and occupational information.	73.4	25.6	1.0						

APPENDIX D. (b)

Table 35

ITEM RELEVANCE AS PERCEIVED BY POST-SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

KENTUCKY

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				73.5	25.5	1.0	54.8	45.2	---
2. Collect and interpret employer demands and student occupational interest information. (1)	79.8	18.6	1.5	76.5	22.5	1.0	60.6	39.4	---
3. Apply the findings of a community survey to your vocational program.				79.4	18.6	2.0	85.6	13.5	1.0
4. Organize or reorganize an occupational advisory committee.				83.3	15.7	1.0	83.7	15.4	1.0
5. Maintain an occupational advisory committee.				89.2	9.8	1.0	83.7	14.4	1.9
6. Use an advisory committee to set vocational program goals and objectives.				87.3	11.8	1.0	87.5	11.5	1.0
7. Develop long-range plans for your vocational program.				92.2	6.9	1.0	87.5	10.6	1.9

Table 35 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				73.5	23.5	2.9	69.2	29.8	1.0
9. Conduct a continuous student follow-up study of former students. (2)	60.0	38.0	1.9	80.4	18.6	1.0	78.8	20.2	1.0
10. Evaluate your vocational program. (3)	80.6	17.9	1.5	90.2	7.8	2.0	95.2	3.8	1.0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program				80.4	17.6	2.0	89.4	10.6	---
12. Develop a course of study.				88.2	10.8	1.0	95.2	3.8	1.0
13. Determine and analyze the instructional needs of students.				94.1	4.9	1.0	99.0	1.0	0
14. Write student performance objectives. (4)	88.5	10.2	1.3	85.3	13.7	1.0	92.3	7.7	---
15. Plan and write a unit of instruction.				86.3	12.7	1.0	97.1	2.9	---
16. Write a lesson plan. (5)	87.2	11.7	1.1	84.3	14.7	1.0	97.1	2.9	---
17. Obtain appropriate student instructional materials.				95.1	3.9	1.0	98.1	1.0	1.0
18. Design and prepare teacher-made instructional materials. (6)	79.5	19.9	.6	85.3	10.8	3.9	95.2	4.8	---

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	84.4	14.1	1.5	93.1	4.9	2.0	98.1	1.9	---
20. Summarize a lesson for students.				92.2	5.9	2.0	94.2	5.8	---
21. Demonstrate a manipulative skill. (8)	87.2	12.2	.6	90.2	6.9	2.9	94.2	5.8	---
22. Give a lecture. (9)	80.6	18.5	.9	82.4	15.7	2.0	98.1	1.9	---
23. Direct individual and/or group field trips. (10)	63.1	36.0	.9	83.3	14.7	2.0	87.5	12.5	---
24. Conduct group discussions, panel discussions and symposiums.				72.5	24.5	2.9	85.6	14.4	---
25. Stimulate learning through brainstorming and buzz groups.				63.7	34.3	2.0	86.5	13.5	---
26. Facilitate student learning through role playing techniques.				60.8	37.3	2.0	76.9	23.1	---
27. Organize and direct student laboratory experiences. (11)	73.6	25.1	1.4	81.4	16.7	2.0	91.3	7.7	1.0
28. Direct students in applying problem-solving techniques.				97.1	1.0	2.0	100.0	---	---
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				86.3	11.8	2.0	94.2	5.8	---
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				86.3	11.8	2.0	100.0	0	---

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	90.6	7.7	1.8	84.3	12.7	2.9	96.2	3.8	---
32. Design a lesson which considers individual differences of students.				83.3	13.7	2.9	97.1	2.9	---
33. Present information using illustrations from your occupational specialty.				90.2	7.8	2.0	96.2	3.8	---
34. Demonstrate a concept or principle from your occupational specialty.				89.2	8.8	2.0	95.2	4.8	---
35. Plan, present and evaluate a lesson as a team teaching member.				60.8	36.3	2.9	69.2	30.8	---
36. Present information using a subject matter expert. (13)	40.3	58.3	1.4	75.5	21.6	2.9	84.6	14.4	1.0
37. Develop bulletin boards and exhibits.				78.4	18.6	2.9	87.5	12.5	---
38. Present a lesson using models, flannel board or real objects.				81.4	15.7	2.9	96.2	3.8	---
39. Present information using overhead or opaque projectors. (14)	55.4	44.0	.6	80.4	15.7	3.9	97.1	1.9	1.0
40. Present information using films, filmstrips and slides.				87.3	8.8	3.9	99.0	0	1.0
41. Present information with televised and videotaped materials.				61.8	35.3	2.9	38.5	59.6	1.9

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				79.4	17.6	2.9	92.3	7.7	---
43. Present information with chalkboard and flip chart. (15)	79.3	19.9	.8	86.3	8.8	4.9	96.2	3.8	---
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				86.3	11.8	2.0	67.3	31.7	1.0
45. Direct independent and group study of students.				89.2	8.8	2.0	92.3	3.8	3.8
46. Direct individualized or personalized instruction. (16)	91.3	7.3	1.4	93.1	4.9	2.0	98.1	0	1.9
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	89.5	8.9	1.5	95.1	2.9	2.0	98.1	0	1.9
48. Use instructional contracts for individualized or personalized instruction.				56.9	41.2	2.0	33.7	66.3	---
49. Direct programmed instruction.				76.5	20.6	2.9	63.5	33.7	2.9
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				66.7	31.4	2.0	59.6	40.4	0
51. Identify students who need special assistance to succeed in your vocational program. (18)	88.9	9.1	2.0	94.1	3.9	2.0	94.2	3.8	1.9

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				71.6	26.5	2.0	74.0	23.1	2.9
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				75.5	22.5	2.0	88.5	9.6	1.9
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	36.5	61.8	1.6	63.7	34.3	2.0	78.8	19.2	1.9
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				95.1	2.9	2.0	95.2	2.9	1.9
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	78.1	19.6	2.3	91.2	6.9	2.0	98.1	1.9	---
57. Develop a test or similar device to assess student attitudes toward the subject area.				84.3	13.7	2.0	70.2	29.8	---
58. Develop a test or system to assess the technical skill level of students. (21)	85.6	13.0	1.4	89.2	8.8	2.0	89.4	10.6	---
59. Determine student grades or performance levels in the program. (22)	89.4	8.2	2.4	94.1	3.9	2.0	99.0	0	1.0
60. Evaluate your own instructional effectiveness.				96.1	2.0	2.0	95.2	3.8	1.0

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				92.2	5.9	2.0	93.3	3.8	2.9
62. Prepare financial budgets and reports for your programs.				69.6	28.4	2.0	71.2	27.9	1.0
63. Purchase or arrange for purchasing supplies and equipment.				86.3	9.8	3.9	79.8	18.3	1.9
64. Maintain a filing system. (23)	75.8	22.8	1.4	93.1	4.9	2.0	97.1	1.0	1.9
65. Develop a safety program based on local, state, and federal safety regulations.				81.4	16.7	2.0	93.3	5.8	1.0
66. Explain accident and safety procedures. (24)	81.1	17.8	1.1	87.3	10.8	2.0	95.2	3.8	1.0
67. Develop a system for administering preventive and corrective classroom discipline. (25)	82.5	15.9	1.6	87.3	9.8	2.9	99.0	0	1.0
68. Organize a vocational laboratory.				48.0	16.7	35.3	64.4	13.5	22.1
69. Manage and maintain a vocational laboratory.				72.5	20.6	6.9	92.3	6.7	1.0
VII. GUIDANCE									
70. Clarify your own personal and social values.				73.5	23.5	2.9	85.6	13.5	1.0

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	82.2	16.0	1.8	91.2	5.9	2.9	95.2	3.8	1.0
72. Identify and interpret student personal or cumulative information.				83.3	12.7	3.9	89.4	9.6	1.0
73. Gather student data through personal contacts.				71.6	24.5	3.9	58.2	39.4	1.9
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	86.1	12.8	1.0	90.2	6.9	2.9	99.0	0	1.0
75. Provide information on educational and career opportunities. (28)	84.3	13.7	2.0	93.1	2.0	4.9	92.3	6.7	1.0
76. Teach job and education seeking skills. (29)	77.0	22.2	.9	93.1	2.9	3.9	95.2	3.8	1.0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				78.4	18.6	2.9	65.4	34.6	---
78. Make presentations to school and community groups to promote your program. (31)	43.7	54.7	1.6	72.5	24.5	2.9	91.3	7.7	1.0
79. Design and provide brochures to inform the school and community about your program.				74.5	22.5	2.9	38.5	61.5	0
80. Design and provide displays in the school and community on your program.				77.5	19.6	2.9	39.4	60.6	0

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				61.8	35.3	2.9	51.0	49.0	---
82. Plan and present television and radio programs to promote your program.				41.2	55.9	2.9	23.1	76.9	0
83. Plan and conduct an open house for your program. (32)	43.3	54.5	2.1	74.5	22.5	2.9	73.1	26.9	---
84. Provide services to members of the community (e.g., adult evening classes).				77.5	19.6	2.9	85.6	14.4	0
85. Cooperate with state and local educators. (33)	86.5	11.3	2.1	93.1	3.9	2.9	98.1	1.9	0
86. Obtain feedback from the school and community concerning your program.				88.2	7.8	3.9	88.5	10.6	1.0
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				72.5	24.5	2.9	82.7	17.3	---
88. Establish a student vocational organization.				59.8	37.3	2.9	60.6	38.5	1.0
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	65.9	32.4	1.8	63.7	33.3	2.9	69.2	29.8	1.0

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				54.9	41.2	3.9	68.3	30.8	1.0
91. Supervise activities of student vocational organizations. (35)	58.6	39.4	2.0	60.8	36.3	2.9	68.3	30.8	1.0
92. Provide learning experiences for students through vocational organization competitive events.				63.7	33.3	2.9	65.4	33.7	1.0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	89.8	8.6	1.6	97.1	1.0	2.0	100.0	0	---
94. Develop and maintain active involvement in professional teaching organizations.				85.3	12.7	2.0	89.4	3.8	6.7
95. Develop and maintain a professional philosophy of education/teaching. (37)	91.7	7.4	.9	90.2	7.8	2.0	100.0	0	---
96. Develop and maintain active involvement in school and community affairs. (38)	67.8	31.2	1.0	87.3	10.8	2.0	97.1	2.9	---
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				89.2	6.9	3.9	89.4	4.8	5.8

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				39.2	58.8	2.0	26.9	73.1	---
99. Plan the student teaching experience.				36.3	60.8	2.9	25.0	74.0	1.0
100. Supervise student teachers.				37.3	60.8	2.0	25.0	75.0	---
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				55.9	43.1	1.0	28.8	71.2	---
102. Establish and apply policies for managing student attendance, transfers and terminations.				75.5	22.5	2.0	65.4	34.6	---
103. Recruit and enroll prospective students.				63.7	35.3	1.0	28.8	70.2	1.0
104. Identify and secure prospective training stations for co-op students.				51.0	47.1	2.0	34.6	65.4	0
105. Place co-op students in appropriate training stations.				47.1	50.0	2.9	31.7	68.3	0
106. Develop the training ability of on-the-job supervisors.				49.0	48.0	2.9	25.0	75.0	0
107. Coordinate and supervise on-the-job instruction.				53.9	43.1	2.9	38.5	60.6	1.0

Table 35 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	83.4	15.6	1.0	58.8	37.3	3.9	58.7	41.3	0
109. Plan and conduct related instruction.				75.5	21.6	2.9	80.8	17.3	1.9
110. Plan and conduct an employer-employee appreciation event or banquet.				24.0	40.3	1.9	40.4	59.6	0
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	68.0	30.6	1.4						
40. Providing up-to-date career and occupational information.	83.8	15.6	.6						

APPENDIX D. (b)

Table 36

ITEM RELEVANCE AS PERCEIVED BY POST-SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

VIRGINIA

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				71.8	25.6	2.6	13.3	86.7	0
2. Collect and interpret employer demands and student occupational interest information. (1)	71.5	22.3	6.3	75.6	20.5	3.8	48.3	51.7	0
3. Apply the findings of a community survey to your vocational program.				87.2	11.5	1.3	75.0	25.0	0
4. Organize or reorganize an occupational advisory committee.				70.5	28.2	1.3	35.0	65.0	0
5. Maintain an occupational advisory committee.				67.9	29.5	2.6	50.0	50.0	0
6. Use an advisory committee to set vocational program goals and objectives.				73.1	23.1	3.8	81.7	18.3	0
7. Develop long-range plans for your vocational program.				88.5	7.7	3.8	85.0	15.0	0

Table 36 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				69.2	26.9	3.8	16.7	83.3	0
9. Conduct a continuous student follow-up study of former students. (2)	46.6	47.3	6.2	82.1	15.4	2.6	40.0	60.0	0
10. Evaluate your vocational program. (3)	68.6	25.0	6.4	91.0	7.7	1.3	81.7	18.3	0
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				83.3	14.1	2.6	80.0	20.0	0
12. Develop a course of study.				89.7	7.7	2.6	100.0	0	0
13. Determine and analyze the instructional needs of students.				91.0	7.7	1.3	98.3	1.7	0
14. Write student performance objectives. (4)	90.2	3.8	6.1	91.0	9.0	0	100.0	0	0
15. Plan and write a unit of instruction.				83.3	15.4	1.3	100.0	0	0
16. Write a lesson plan. (5)	88.8	5.3	5.9	80.8	16.7	2.6	100.0	0	0
17. Obtain appropriate student instructional materials.				93.6	5.1	1.3	100.0	0	0
18. Design and prepare teacher-made instructional materials. (6)	77.1	22.4	.6	91.0	6.4	2.6	100.0	0	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	91.0	8.6	.5	97.4	2.6	0	96.7	1.7	1.7
20. Summarize a lesson for students.				98.7	1.3	0	96.7	1.7	1.7
21. Demonstrate a manipulative skill. (8)	76.9	22.1	.9	85.9	14.1	0	96.7	1.7	1.7
22. Give a lecture. (9)	90.0	8.8	1.3	92.3	7.7	0	98.3	0	1.7
23. Direct individual and/or group field trips. (10)	31.4	67.7	.9	75.6	24.4	0	81.7	16.7	1.7
24. Conduct group discussions, panel discussions and symposiums.				73.1	24.4	2.6	78.3	20.0	1.7
25. Stimulate learning through brainstorming and buzz groups.				65.4	33.3	1.3	33.3	66.7	0
26. Facilitate student learning through role playing techniques.				59.0	41.0	0	33.3	66.7	0
27. Organize and direct student laboratory experiences. (11)	58.4	40.2	1.4	84.6	15.4	0	93.3	5.0	1.7
28. Direct students in applying problem-solving techniques.				98.7	1.3	0	98.3	0	1.7
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				88.5	10.3	1.3	93.3	5.0	1.7
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				91.0	9.0	0	76.7	21.7	1.7

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	90.9	6.7	2.4	91.0	7.7	1.3	96.7	1.7	1.7
32. Design a lesson which considers individual differences of students.				80.8	16.7	2.6	83.3	16.7	0
33. Present information using illustrations from your occupational specialty.				96.2	3.8	0	96.7	1.7	1.7
34. Demonstrate a concept or principle from your occupational specialty.				92.3	6.4	1.3	96.7	1.7	1.7
35. Plan, present and evaluate a lesson as a team teaching member.				46.2	51.3	2.6	31.7	68.3	0
36. Present information using a subject matter expert. (13)	29.9	69.1	1.0	70.5	26.9	2.6	93.3	5.0	1.7
37. Develop bulletin boards and exhibits.				60.3	38.5	1.3	38.3	61.7	0
38. Present a lesson using models, flannel board or real objects.				71.8	25.6	2.6	68.3	30.0	1.7
39. Present information using overhead or opaque projectors. (14)	55.7	42.9	1.4	91.0	9.0	0	95.0	3.3	1.7
40. Present information using films, filmstrips and slides.				84.6	15.4	0	96.7	0	3.3
41. Present information with televised and videotaped materials.				71.8	26.9	1.3	83.3	15.0	1.7

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				67.9	30.8	1.3	81.7	13.3	5.0
43. Present information with chalkboard and flip chart. (15)	86.6	12.1	1.3	87.2	12.8	0	95.0	1.7	3.3
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				84.6	15.4	0	55.0	43.3	1.7
45. Direct independent and group study of students.				84.6	15.4	0	65.0	33.3	1.7
46. Direct individualized or personalized instruction. (16)	85.5	12.1	2.4	88.5	11.5	0	61.7	36.7	1.7
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	87.8	10.8	1.4	92.3	7.7	0	96.7	1.7	1.7
48. Use instructional contracts for individualized or personalized instruction.				62.8	35.9	1.3	45.0	55.0	0
49. Direct programmed instruction.				57.7	41.0	1.3	36.7	63.3	0
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				52.6	46.2	1.3	68.3	30.0	1.7
51. Identify students who need special assistance to succeed in your vocational program. (18)	85.4	12.7	1.9	96.2	3.8	0	80.0	18.3	1.7

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				70.5	29.5	0	75.0	23.3	1.7
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				62.8	37.2	0	58.3	41.7	0
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	18.6	77.7	3.7	61.5	38.5	0	36.7	63.3	0
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				98.7	1.3	0	100.0	0	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	81.4	16.9	1.7	94.9	5.1	0	96.7	3.3	0
57. Develop a test or similar device to assess student attitudes toward the subject area.				75.6	23.1	1.3	78.3	21.7	0
58. Develop a test or system to assess the technical skill level of students. (21)	82.8	15.6	1.6	91.0	9.0	0	98.3	1.7	0
59. Determine student grades or performance levels in the program. (22)	92.0	4.6	3.4	94.9	3.8	1.3	98.3	0	1.7
60. Evaluate your own instructional effectiveness.				96.2	2.6	1.3	98.3	1.7	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				89.7	9.0	1.3	100.0	0	0
62. Prepare financial budgets and reports for your programs.				52.6	46.2	1.3	48.3	51.7	0
63. Purchase or arrange for purchasing supplies and equipment.				67.9	30.8	1.3	55.0	45.0	0
64. Maintain a filing system. (23)	53.2	45.4	1.4	89.7	9.0	1.3	75.0	25.0	0
65. Develop a safety program based on local, state, and federal safety regulations.				50.0	48.7	1.3	60.0	40.0	0
66. Explain accident and safety procedures. (24)	53.0	45.2	1.8	59.0	39.7	1.3	71.7	28.3	0
67. Develop a system for administering preventive and corrective classroom discipline. (25)	62.2	35.8	1.9	62.8	37.2	0	66.7	31.7	1.7
68. Organize a vocational laboratory.				41.0	17.9	41.0	20.0	20.0	60.00
69. Manage and maintain a vocational laboratory.				64.1	35.9	0	73.3	26.7	0
VII. GUIDANCE									
70. Clarify your own personal and social values.				65.4	33.3	1.3	51.7	48.3	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	76.1	21.8	2.1	85.9	14.1	0	80.0	20.0	0
72. Identify and interpret student personal or cumulative information.				71.8	26.9	1.3	73.3	26.7	0
73. Gather student data through personal contacts.				69.2	30.8	0	63.3	36.7	0
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	82.0	16.9	1.1	92.3	6.4	1.3	75.0	23.3	1.7
75. Provide information on educational and career opportunities. (28)	78.7	19.5	1.8	93.6	6.4	0	91.7	8.3	0
76. Teach job and education seeking skills. (29)	42.7	55.3	2.1	83.3	14.1	2.6	81.7	18.3	0
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				71.8	28.2	0	51.7	48.3	0
78. Make presentations to school and community groups to promote your program. (31)	35.5	62.6	1.9	75.6	23.1	1.3	63.3	36.7	0
79. Design and provide brochures to inform the school and community about your program.				70.5	28.2	1.3	41.7	58.3	0
80. Design and provide displays in the school and community on your program.				73.1	26.9	0	41.7	58.3	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				60.3	37.2	2.6	33.3	66.7	0
82. Plan and present television and radio programs to promote your program.				46.2	52.6	1.3	11.7	88.3	0
83. Plan and conduct an open house for your program. (32)	37.7	60.4	1.9	71.8	25.6	2.6	43.3	56.7	0
84. Provide services to members of the community (e.g., adult evening classes).				83.3	16.7	0	61.7	38.3	0
85. Cooperate with state and local educators. (33)	80.6	17.2	2.2	89.7	10.3	0	95.0	1.7	3.3
86. Obtain feedback from the school and community concerning your program.				87.2	11.5	1.3	83.3	16.7	0
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				60.3	38.5	1.3	53.3	46.7	0
88. Establish a student vocational organization.				47.4	52.6	0	15.0	85.0	0
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	55.4	41.8	2.9	53.8	43.6	2.6	30.0	70.0	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				41.0	57.7	1.3	25.0	75.0	0
91. Supervise activities of student vocational organizations. (35)	43.6	53.5	2.9	53.8	44.9	1.3	30.0	70.0	0
92. Provide learning experiences for students through vocational organization competitive events.				48.7	51.3	0	38.3	61.7	0
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	91.6	6.4	2.1	97.4	1.3	1.3	100.0	0	0
94. Develop and maintain active involvement in professional teaching organizations.				84.6	12.8	2.6	100.0	0	0
95. Develop and maintain a professional philosophy of education/teaching. (37)	95.2	3.0	1.8	92.3	5.1	2.6	100.0	0	0
96. Develop and maintain active involvement in school and community affairs. (38)	61.4	36.9	1.7	89.7	9.0	1.3	85.0	15.0	0
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				91.0	7.7	1.3	98.3	0	1.7

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				32.1	66.7	1.3	3.3	96.7	0
99. Plan the student teaching experience.				28.2	67.9	3.8	3.3	96.7	0
100. Supervise student teachers.				29.5	69.2	1.3	3.3	96.7	0
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				46.2	51.3	2.6	16.7	81.7	1.7
102. Establish and apply policies for managing student attendance, transfers and terminations.				66.7	30.8	2.6	36.7	63.3	0
103. Recruit and enroll prospective students.				74.4	23.1	2.6	68.3	31.7	0
104. Identify and secure prospective training stations for co-op students.				44.9	53.8	1.3	18.3	81.7	0
105. Place co-op students in appropriate training stations.				43.6	55.1	1.3	13.3	86.7	0
106. Develop the training ability of on-the-job supervisors.				37.2	59.0	3.8	10.0	90.0	0
107. Coordinate and supervise on-the-job instruction.				51.3	46.2	2.6	15.0	85.0	0

Table 36 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	58.9	39.8	1.3	60.3	38.5	1.3	38.3	61.7	0
109. Plan and conduct related instruction.				53.8	42.3	3.8	55.0	45.0	0
110. Plan and conduct an employer-employee appreciation event or banquet.				34.6	61.5	3.8	0	100.0	0
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	42.7	55.3	2.1						
40. Providing up-to-date career and occupational information.	72.7	26.3	1.0						

APPENDIX D. (d)

Table 37

ITEM RELEVANCE AS PERCEIVED BY POST-SECONDARY TEACHERS, SUPERVISORS, AND STUDENTS

WISCONSIN

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION									
1. Plan a community survey to identify local employer demands and student occupational interests.				41.4	58.6	0	46.9	51.0	2.1
2. Collect and interpret employer demands and student occupational interest information. (1)	68.7	27.8	3.6	43.0	56.3	.8	61.5	36.4	2.1
3. Apply the findings of a community survey to your vocational program.				57.0	42.2	.8	72.7	25.2	2.1
4. Organize or reorganize an occupational advisory committee.				39.8	58.6	1.6	38.5	58.7	2.8
5. Maintain an occupational advisory committee.				46.9	51.6	1.6	38.5	58.7	2.8
6. Use an advisory committee to set vocational program goals and objectives.				64.8	32.8	2.3	58.0	39.9	2.1
7. Develop long-range plans for your vocational program.				68.0	29.7	2.3	60.8	33.7	3.5

Table 37 continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
8. Conduct an occupational analysis to identify entry-level occupational competencies for your vocational program.				61.7	35.9	2.3	69.9	26.6	3.5
9. Conduct a continuous student follow-up study of former students. (2)	43.8	52.0	4.3	43.0	56.3	.8	44.8	52.4	2.8
10. Evaluate your vocational program. (3)	67.1	28.1	4.8	75.0	23.4	1.6	73.4	23.1	3.5
II. INSTRUCTIONAL PLANNING									
11. Develop a philosophy for your vocational program.				81.3	17.2	1.6	81.1	18.9	0
12. Develop a course of study.				93.8	4.7	1.6	92.3	7.7	0
13. Determine and analyze the instructional needs of students.				94.5	3.1	2.3	95.1	4.9	0
14. Write student performance objectives. (4)	92.3	4.2	3.4	93.0	4.7	2.3	96.5	3.5	0
15. Plan and write a unit of instruction.				94.5	3.9	1.6	96.5	3.5	0
16. Write a lesson plan. (5)	93.0	4.2	2.8	94.5	3.9	1.6	99.3	.7	0
17. Obtain appropriate student instructional materials.				96.1	2.3	1.6	97.2	2.1	.7
18. Design and prepare teacher-made instructional materials. (6)	79.8	19.6	.7	97.7	.8	1.6	96.5	2.8	.7

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
III. INSTRUCTIONAL TECHNIQUES									
19. Organize and introduce a lesson. (7)	92.3	6.8	.8	98.4	0	1.6	98.6	.7	.7
20. Summarize a lesson for students.				96.1	1.6	2.3	98.6	0	1.4
21. Demonstrate a manipulative skill. (8)	75.6	23.7	.7	81.3	17.2	1.6	93.0	5.6	1.4
22. Give a lecture. (9)	88.2	10.9	1.0	93.8	4.7	1.6	97.9	.7	1.4
23. Direct individual and/or group field trips. (10)	35.0	64.1	.9	67.2	31.3	1.6	90.2	8.4	1.4
24. Conduct group discussions, panel discussions and symposiums.				78.9	19.5	1.6	86.7	11.9	1.4
25. Stimulate learning through brainstorming and buzz groups.				71.9	26.6	1.6	76.2	22.4	1.4
26. Facilitate student learning through role playing techniques.				55.5	42.2	2.3	60.1	39.2	.7
27. Organize and direct student laboratory experiences. (11)	55.7	43.0	1.3	84.4	13.3	2.3	93.7	4.9	1.4
28. Direct students in applying problem-solving techniques.				95.3	2.3	2.3	89.5	8.4	2.1
29. Direct students in acquiring skills, attitudes, or concepts using the project method.				82.0	16.4	1.6	83.2	15.4	1.4
30. Employ oral questioning techniques in a planned lesson to guide student's thinking.				95.3	3.1	1.6	87.4	11.2	1.4

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
31. Conduct a lesson using reinforcement techniques. (12)	92.9	4.8	2.3	91.4	7.0	1.6	88.8	9.8	1.4
32. Design a lesson which considers individual differences of students.				90.6	7.0	2.3	87.4	9.1	3.5
33. Present information using illustrations from your occupational specialty.				86.7	11.7	1.6	89.5	9.8	.7
34. Demonstrate a concept or principle from your occupational specialty.				85.2	13.3	1.6	88.1	10.5	1.4
35. Plan, present and evaluate a lesson as a team teaching member.				46.9	50.8	2.3	64.3	35.0	.7
36. Present information using a subject matter expert. (13)	31.6	66.8	1.7	71.1	27.3	1.6	81.8	17.5	.7
37. Develop bulletin boards and exhibits.				60.9	37.5	1.6	69.2	30.1	.7
38. Present a lesson using models, flannel board or real objects.				74.2	23.4	2.3	89.5	9.8	.7
39. Present information using overhead or opaque projectors. (14)	64.7	34.1	1.1	89.8	8.6	1.6	96.5	2.8	.7
40. Present information using films, filmstrips and slides.				89.8	8.6	1.6	98.6	.7	.7
41. Present information with televised and videotaped materials.				82.0	16.4	1.6	90.2	9.1	.7

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
42. Present information using records and tapes.				78.9	19.5	1.6	81.1	18.2	.7
43. Present information with chalkboard and flip chart. (15)	88.9	10.2	.8	93.8	4.7	1.6	95.8	3.5	.7
IV. PERSONALIZED INSTRUCTION									
44. Organize and direct students to help instruct other students.				89.8	8.6	1.6	89.5	10.5	0
45. Direct independent and group study of students.				86.7	11.7	1.6	90.2	9.8	0
46. Direct individualized or personalized instruction. (16)	87.2	11.0	1.8	93.0	5.5	1.6	88.8	11.2	0
47. Adjust instructional activities or methods to meet the needs and abilities of students. (17)	88.2	10.0	1.8	96.1	2.3	1.6	90.2	9.8	0
48. Use instructional contracts for individualized or personalized instruction.				46.1	50.8	3.1	47.6	51.7	.7
49. Direct programmed instruction.				53.1	43.8	3.1	76.2	23.1	.7
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.				61.7	36.7	1.6	79.0	21.0	0
51. Identify students who need special assistance to succeed in your vocational program. (18)	87.8	9.6	2.6	92.2	6.3	1.6	93.0	7.0	0

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
52. Refer handicapped and disadvantaged students for diagnostic and/or special services.				81.3	17.2	1.6	83.9	16.1	0
53. Identify chemical dependent students (e.g., excessive alcohol and drug users).				74.2	24.2	1.6	81.1	18.9	0
54. Refer chemical dependent students to appropriate agencies or services for professional assistance. (19)	20.8	76.8	2.4	69.5	29.7	.8	79.7	20.3	0
V. INSTRUCTIONAL EVALUATION									
55. Establish standards for student performance.				96.9	.8	2.3	97.9	2.1	0
56. Develop a paper and pencil test to assess student knowledge of the subject. (20)	82.6	16.1	1.4	93.0	4.7	2.3	97.2	2.8	0
57. Develop a test or similar device to assess student attitudes toward the subject area.				77.3	20.3	2.3	80.4	19.6	0
58. Develop a test or system to assess the technical skill level of students. (21)	88.1	10.2	1.7	89.1	8.6	2.3	87.4	12.6	0
59. Determine student grades or performance levels in the program. (22)	93.0	3.8	3.2	96.9	.8	2.3	98.6	.7	.7
60. Evaluate your own instructional effectiveness.				96.9	0	3.1	97.2	2.1	.7

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
VI. INSTRUCTIONAL MANAGEMENT									
61. Identify and plan future instructional resource needs.				86.7	10.9	2.3	85.3	14.7	0
62. Prepare financial budgets and reports for your programs.				53.9	44.5	1.6	60.1	39.9	0
63. Purchase or arrange for purchasing supplies and equipment.				72.7	25.8	1.6	83.9	16.1	0
64. Maintain a filing system. (23)	57.1	40.8	2.0	89.8	8.6	1.6	89.5	10.5	0
65. Develop a safety program based on local, state, and federal safety regulations.				46.1	52.3	1.6	58.0	42.0	0
66. Explain accident and safety procedures. (24)	51.2	47.2	1.5	71.1	26.6	2.3	81.8	18.2	0
67. Develop a system for administering preventive and corrective classroom discipline. (25)	70.7	27.7	1.5	66.4	32.0	1.6	72.0	27.3	.7
68. Organize a vocational laboratory.				46.1	30.5	23.4	53.1	21.7	25.2
69. Manage and maintain a vocational laboratory.				64.1	33.6	2.3	81.1	16.8	2.1
VII. GUIDANCE									
70. Clarify your own personal and social values.				84.4	13.3	2.3	89.5	10.5	0

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
71. Accept students with different or unique personal social values. (26)	79.3	18.7	2.0	96.1	1.6	2.3	90.9	9.1	0
72. Identify and interpret student personal or cumulative information.				78.1	19.5	2.3	81.1	18.9	0
73. Gather student data through personal contacts.				72.7	24.2	3.1	80.4	19.6	0
74. Assist students to identify personal, educational, and career needs through teacher-student conferences. (27)	76.0	22.5	1.4	87.5	10.2	2.3	88.8	11.2	0
75. Provide information on educational and career opportunities. (28)	73.8	24.4	1.8	84.4	12.5	3.1	91.6	8.4	0
76. Teach job and education seeking skills. (29)	52.0	46.4	1.6	78.9	18.0	3.1	85.3	14.0	.7
VIII. SCHOOL-COMMUNITY RELATIONS									
77. Develop a plan to improve and maintain school-community relations.				36.7	60.9	2.3	65.7	34.3	0
78. Make presentations to school and community groups to promote your program. (31)	32.8	65.2	2.0	65.6	31.3	3.1	70.6	29.4	0
79. Design and provide brochures to inform the school and community about your program.				32.8	64.1	3.1	37.8	62.2	0
80. Design and provide displays in the school and community on your program.				38.3	59.4	2.3	52.4	47.6	0

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
81. Prepare news releases and articles to promote your program.				35.2	62.5	2.3	41.3	58.7	0
82. Plan and present television and radio programs to promote your program.				25.0	72.7	2.3	29.4	70.6	0
83. Plan and conduct an open house for your program. (32)	33.0	63.9	3.1	60.9	35.9	3.1	71.3	28.7	0
84. Provide services to members of the community (e.g., adult evening classes).				66.4	30.5	3.1	71.3	28.7	0
85. Cooperate with state and local educators. (33)	80.3	17.5	2.1	87.5	9.4	3.1	72.0	28.0	0
86. Obtain feedback from the school and community concerning your program.				75.8	21.9	2.3	76.2	23.1	.7
IX. STUDENT VOCATIONAL ORGANIZATIONS									
87. Develop a personal philosophy toward student vocational organizations.				79.7	18.0	2.3	81.8	17.5	.7
88. Establish a student vocational organization.				43.0	55.5	1.6	43.4	55.9	.7
89. Assist students in preparing for leadership roles in student vocational organizations. (34)	60.5	37.0	2.4	61.7	35.2	3.1	63.6	35.7	.7

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
90. Assist students in developing and financing a yearly program of activities for their vocational organization.				47.7	50.0	2.3	46.9	52.4	.7
91. Supervise activities of student vocational organizations. (35)	51.2	45.7	3.1	50.8	46.9	2.3	52.4	46.9	.7
92. Provide learning experiences for students through vocational organization competitive events.				50.0	48.4	1.6	44.8	54.5	.7
X. PROFESSIONAL ROLE AND DEVELOPMENT									
93. Keep up-to-date in your profession and occupational specialty. (36)	92.3	6.3	1.4	97.7	0	2.3	95.8	1.4	2.8
94. Develop and maintain active involvement in professional teaching organizations.				90.6	6.3	3.1	86.0	11.2	2.8
95. Develop and maintain a professional philosophy of education/teaching. (37)	96.6	2.5	.9	93.8	2.3	3.9	88.8	8.4	2.8
96. Develop and maintain active involvement in school and community affairs. (38)	62.4	34.8	2.8	92.2	5.5	2.3	79.0	18.2	2.8
97. Obtain and maintain a teaching position in keeping with your professional qualifications.				94.5	3.1	2.3	69.9	27.3	2.8

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
98. Plan and provide laboratory experiences for student teachers.				28.1	68.8	3.1	24.5	74.8	.7
99. Plan the student teaching experience.				24.2	73.4	2.3	21.7	78.3	0
100. Supervise student teachers.				22.7	74.2	3.1	21.7	78.3	0
XI. COORDINATION									
101. Establish standards and procedures for operating a cooperative vocational education program.				18.0	80.5	1.6	5.6	93.7	.7
102. Establish and apply policies for managing student attendance, transfers and terminations.				57.0	41.4	1.6	48.3	50.3	1.4
103. Recruit and enroll prospective students.				57.8	38.3	3.9	57.3	41.3	1.4
104. Identify and secure prospective training stations for co-op students.				12.5	82.8	4.7	4.9	94.4	.7
105. Place co-op students in appropriate training stations.				10.9	86.7	2.3	5.6	93.7	.7
106. Develop the training ability of on-the-job supervisors.				11.7	85.9	2.3	8.4	90.9	.7
107. Coordinate and supervise on-the-job instruction.				21.1	75.0	3.9	19.6	79.7	.7

Table 37 Continued

•Responses are reported in percents •M = Missing responses •(#) Indicates the number of a corresponding item on the student form.	Students N =			Teachers N =			Supervisors N =		
	Yes	No	M	Yes	No	M	Yes	No	M
108. Evaluate on-the-job student performance. (39)	62.2	36.0	1.8	28.1	68.8	3.1	28.0	71.3	.7
109. Plan and conduct related instruction.				49.2	47.7	3.1	38.5	60.8	.7
110. Plan and conduct an employer-employee appreciation event or banquet.				19.5	75.0	5.5	2.8	70.6	18.9
ADDITIONAL STUDENT ITEMS									
30. Helping students find full- or part-time jobs.	37.7	60.5	1.8						
40. Providing up-to-date career and occupational information.	68.8	30.0	1.2						

APPENDIX E

EVALUATION OF INSTRUCTION INSTRUMENT
FOR SECONDARY PERSONNEL

a) Combined Responses for Three States
b) Kentucky
c) Virginia
d) Wisconsin

APPENDIX E. (a)

Table 38

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(KENTUCKY, VIRGINIA, WISCONSIN)

Responses are reported in percents. M = Missing responses.	Students N = 2,421			Teachers N = 148			Supervisors N = 153		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	73.2	23.4	3.4	89.9	4.1	6.1	91.5	5.9	2.6
2. I treat students unfairly based on whether they are male or female.	29.0	68.1	2.9	46.6	45.9	7.4	38.6	60.8	.7
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	44.7	52.4	2.9	58.8	39.9	1.4	73.2	26.8	0
4. I know when students do not understand something.	88.5	9.0	2.5	98.6	0	1.4	100.0	0	0
5. I make sure that course materials are available to students.	91.9	5.7	2.4	96.6	.7	2.7	99.3	0	.7
6. I give tests which require a student to actually perform a skill.	75.4	22.2	2.4	91.9	6.1	2.0	100.0	0	0
7. I praise students for good work.	77.7	20.2	2.4	96.6	.7	2.7	100.0	0	0
8. I am willing to give my time to help individual students.	92.4	5.4	2.2	98.0	0	2.0	100.0	0	0
9. I inform students of their progress in the course.	81.5	16.2	2.4	95.3	2.7	2.0	100.0	0	0
10. I treat students unfairly based on what race or religion they are.	24.6	72.9	2.6	45.9	50.7	3.4	38.6	60.8	.7

Table 38 continued

Responses are reported in percents. M = Missing responses.	Students N = 2,421			Teachers N = 148			Supervisors N = 153		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	92.0	5.8	2.1	97.3	1.4	1.4	100.0	0	0
12. I have the facts at my fingertips when explaining something.	86.8	10.5	2.7	95.3	3.4	1.4	98.0	0	2.0
13. I encourage students to talk about their own ideas.	75.2	22.3	2.5	93.9	4.7	1.4	95.4	4.6	0
14. I explain things clearly.	92.2	5.5	2.3	98.0	0	2.0	100.0	0	0
15. I provide the opportunity for students to practice new skills.	86.5	10.7	2.8	96.6	1.4	2.0	99.3	0	.7
16. I use job-related examples when giving explanations.	82.7	14.8	2.5	93.2	4.7	2.0	96.7	2.6	.7
17. I show students how to perform new skills.	88.6	8.7	2.7	93.9	3.4	2.7	100.0	0	0
18. I ask students to evaluate my teaching.	49.6	47.8	2.6	81.8	16.2	2.0	73.2	26.8	0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	32.0	64.6	3.3	48.0	49.3	2.7	69.3	30.7	0
20. I make students feel free to ask questions.	94.3	3.2	2.5	98.0	0	2.0	99.3	0	.7
21. I know when students need extra help.	86.7	10.2	3.1	98.6	0	1.4	100.0	0	0
22. I make sure that all equipment is in working order.	89.2	8.3	2.5	97.3	1.4	1.4	100.0	0	0

Table 38 continued

Responses are reported in percents. M = Missing responses.	Students N = 2,421			Teachers N = 148			Supervisors N = 153		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	88.8	8.8	2.4	94.6	2.7	2.7	98.7	0	1.3
24. I act like I like teaching.	96.1	1.7	2.3	92.6	4.7	2.7	98.7	0	1.3
25. I suggest that students discuss test results with me.	74.1	23.0	2.9	94.6	2.7	2.7	95.4	3.9	.7
26. I give tests that are directly related to the course content.	91.9	5.4	2.7	96.6	0	3.4	98.7	.7	.7
27. I plan instructional activities to meet individual needs of students.	77.4	18.8	3.8	95.9	2.0	2.0	96.1	2.6	1.3
28. I am unfriendly to students.	26.9	69.6	3.5	46.6	50.7	2.7	37.3	60.8	2.0
29. I handle course activities in an orderly way.	89.6	5.8	4.6	95.9	0	4.1	97.4	0	2.6
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	50.8	45.8	3.3	63.5	33.1	3.4	71.9	26.1	2.0
31. I am more concerned about having students learn than giving grades.	90.4	6.9	2.7	98.0	0	2.0	97.4	.7	2.0
32. I have complete knowledge of the subject I teach.	93.6	4.0	2.4	89.9	7.4	2.7	98.0	0	2.0
33. I tell students what they must do or learn in order to successfully complete the course.	89.2	8.1	2.7	97.3	.7	2.0	98.7	0	1.3
34. I am interested in the occupational field I teach.	92.7	4.3	3.0	95.3	2.0	2.7	98.7	0	1.3

Table 38 continued

Responses are reported in percents. M = Missing responses.	Students N = 2,421			Teachers N = 148			Supervisors N = 153		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	87.4	9.0	3.6	96.6	.7	2.7	98.0	0	2.0
36. I have a good background of occupational experience.	85.3	11.8	2.9	92.6	4.1	3.4	96.1	2.0	2.0
37. I work closely with students who have special needs.	81.8	15.1	3.1	94.6	2.7	2.7	96.1	.7	3.3

APPENDIX E. (b)

Table 39

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(KENTUCKY)

Responses are reported in percents. M = Missing responses.	Students N = 1,099			Teachers N = 50			Supervisors N = 52		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	70.7	25.8	3.5	88.0	6.0	6.0	82.7	13.5	3.8
2. I treat students unfairly based on whether they are male or female.	29.1	68.6	2.3	38.0	56.0	6.0	55.8	42.3	1.9
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	42.9	54.5	2.6	60.0	38.0	2.0	75.0	25.0	0
4. I know when students do not understand something.	89.6	8.4	2.0	98.0	0	2.0	100.0	0	0
5. I make sure that course materials are available to students	93.7	4.1	2.2	94.0	2.0	4.0	100.0	0	0
6. I give tests which require a student to actually perform a skill.	77.3	20.7	2.1	92.0	4.0	4.0	100.0	0	0
7. I praise students for good work.	77.3	20.8	1.9	96.0	0	4.0	100.0	0	0
8. I am willing to give my time to help individual students.	93.1	5.3	1.6	96.0	0	4.0	100.0	0	0
9. I inform students of their progress in the course.	81.8	16.5	1.7	94.0	2.0	4.0	100.0	0	0
10. I treat students unfairly based on what race or religion they are.	25.6	72.5	1.7	42.0	54.0	4.0	51.9	46.2	1.9

Table 39 continued

Responses are reported in percents. M = Missing responses.	Students N = 1,099			Teachers N = 50			Supervisors N = 52		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	92.1	6.4	1.5	96.0	2.0	2.0	100.0	0	0
12. I have the facts at my fingertips when explaining something.	87.5	10.5	2.0	92.0	6.0	2.0	98.1	0	1.9
13. I encourage students to talk about their own ideas.	76.4	21.7	1.9	94.0	4.0	2.0	90.4	9.6	0
14. I explain things clearly.	92.3	5.9	1.8	96.0	0	4.0	100.0	0	0
15. I provide the opportunity for students to practice new skills.	88.3	9.6	2.2	98.0	0	2.0	98.1	0	1.9
16. I use job-related examples when giving explanations.	82.5	15.0	2.5	94.0	4.0	2.0	92.3	7.7	0
17. I show students how to perform new skills.	89.6	7.7	2.6	94.0	2.0	4.0	100.0	0	0
18. I ask students to evaluate my teaching.	51.6	46.0	2.5	84.0	14.0	2.0	69.2	30.8	0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	31.8	65.6	2.5	46.0	52.0	2.0	67.3	32.7	0
20. I make students feel free to ask questions.	95.3	2.7	2.0	98.0	0	2.0	98.1	0	1.9
21. I know when students need extra help.	88.9	8.4	2.7	98.0	0	2.0	100.0	0	0
22. I make sure that all equipment is in working order.	90.1	7.9	2.0	98.0	0	2.0	100.0	0	0

Table 39 continued

Responses are reported in percents. M = Missing responses.	Students N = 1,099			Teachers N = 50			Supervisors N = 52		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	88.7	9.1	2.2	94.0	2.0	4.0	96.2	0	3.8
24. I act like I like teaching.	97.3	1.3	1.5	92.0	4.0	4.0	98.1	0	1.9
25. I suggest that students discuss test results with me.	74.2	24.0	1.8	94.0	2.0	4.0	96.2	3.8	0
26. I give tests that are directly related to the course content.	91.9	6.3	1.8	96.0	0	4.0	98.1	1.9	0
27. I plan instructional activities to meet individual needs of students.	77.3	19.8	2.9	94.0	2.0	4.0	96.2	1.9	1.9
28. I am unfriendly to students.	27.8	69.4	2.7	44.0	52.0	4.0	46.2	50.0	3.8
29. I handle course activities in an orderly way.	90.0	5.6	4.4	96.0	0	4.0	94.2	0	5.8
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	51.5	45.9	2.6	64.0	32.0	4.0	76.9	19.2	3.8
31. I am more concerned about having students learn than giving grades.	92.2	6.0	1.8	96.0	0	4.0	94.2	1.9	3.8
32. I have complete knowledge of the subject I teach.	94.4	4.2	1.5	86.0	10.0	4.0	96.2	0	3.8
33. I tell students what they must do or learn in order to successfully complete the course.	90.4	7.8	1.8	96.0	0	4.0	98.1	0	1.9
34. I am interested in the occupational field I teach.	93.9	4.3	1.8	96.0	0	4.0	98.1	0	1.9

Table 39 continued

Responses are reported in percents. M = Missing responses.	Students N = 1,099			Teachers N = 50			Supervisors N = 52		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	88.5	8.4	3.1	96.0	0	4.0	96.2	0	3.8
36. I have a good background of occupational experience.	86.7	11.4	1.9	90.0	4.0	6.0	90.4	5.8	3.8
37. I work closely with students who have special needs.	83.8	14.0	2.2	94.0	0	6.0	90.4	1.9	7.7

APPENDIX E. (c)

Table 40

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(VIRGINIA)

Responses are reported in percents. M = Missing responses.	Students N = 778			Teachers N = 66			Supervisors N = 68		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	80.7	15.9	3.3	89.4	3.0	7.6	94.1	2.9	2.9
2. I treat students unfairly based on whether they are male or female.	26.6	70.4	3.0	45.5	43.9	10.6	39.7	60.3	0
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	58.1	39.1	2.8	72.7	25.8	1.5	85.3	14.7	0
4. I know when students do not understand something.	85.2	12.2	2.6	98.5	0	1.5	100.0	0	0
5. I make sure that course materials are available to students.	91.0	6.8	2.2	97.0	0	3.0	98.5	0	1.5
6. I give tests which require a student to actually perform a skill.	74.0	23.5	2.4	92.4	6.1	1.5	100.0	0	0
7. I praise students for good work.	79.6	17.7	2.7	97.0	1.5	1.5	100.0	0	0
8. I am willing to give my time to help individual students.	92.9	4.6	2.4	98.5	0	1.5	100.0	0	0
9. I inform students of their progress in the course.	83.8	13.4	2.8	95.5	3.0	1.5	100.0	0	0
10. I treat students unfairly based on what race or religion they are.	22.6	74.4	3.0	42.4	53.0	4.5	44.1	55.9	0

Table 40 continued

Responses are reported in percents. M = Missing responses.	Students N = 778			Teachers N = 66			Supervisors N = 68		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	91.3	6.2	2.6	97.0	1.5	1.5	100.0	0	0
12. I have the facts at my fingertips when explaining something.	84.8	11.7	3.5	97.0	1.5	1.5	97.1	0	2.9
13. I encourage students to talk about their own ideas.	76.7	20.2	3.1	93.9	4.5	1.5	97.1	2.9	0
14. I explain things clearly.	92.0	5.7	2.3	98.5	0	1.5	100.0	0	0
15. I provide the opportunity for students to practice new skills.	85.3	11.4	3.2	95.5	1.5	3.0	100.0	0	0
16. I use job-related examples when giving explanations.	83.9	13.6	2.4	92.4	4.5	3.0	98.5	0	1.5
17. I show students how to perform new skills.	88.6	9.1	2.3	93.9	3.0	3.0	100.0	0	0
18. I ask students to evaluate my teaching.	49.7	47.8	2.4	77.3	19.7	3.0	86.8	13.2	0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	41.5	54.6	3.9	59.1	36.4	4.5	77.9	22.1	0
20. I make students feel free to ask questions.	93.3	3.7	3.0	97.0	0	3.0	100.0	0	0
21. I know when students need extra help.	84.2	12.2	3.6	98.5	0	1.5	100.0	0	0
22. I make sure that all equipment is in working order.	89.1	7.8	3.1	95.5	3.0	1.5	100.0	0	0

Table 40 continued

Responses are reported in percents. M = Missing responses.	Students N = 778			Teachers N = 66			Supervisors N = 68		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	90.1	7.5	2.4	92.4	4.5	3.0	100.0	0	0
24. I act like I like teaching.	95.1	2.1	2.8	90.9	6.1	3.0	98.5	0	1.5
25. I suggest that students discuss test results with me.	75.6	21.0	3.5	93.9	4.5	1.5	98.5	0	1.5
26. I give tests that are directly related to the course content.	93.1	3.3	3.6	95.5	0	4.5	98.5	0	1.5
27. I plan instructional activities to meet individual needs of students.	80.2	14.8	5.0	95.5	3.0	1.5	94.1	4.4	1.5
28. I am unfriendly to students.	24.8	71.6	3.6	43.9	54.5	1.5	44.1	54.4	1.5
29. I handle course activities in an orderly way.	88.4	7.1	4.5	95.5	0	4.5	98.5	0	1.5
30. I encourage students to participate in student organizations (example: VICA, DECA, OR FHA).	64.9	32.0	3.1	77.3	18.2	4.5	85.3	13.2	1.5
31. I am more concerned about having students learn than giving grades.	89.7	6.8	3.5	98.5	0	1.5	98.5	0	1.5
32. I have complete knowledge of the subject I teach.	93.3	3.6	3.1	92.4	6.1	1.5	98.5	0	1.5
33. I tell students what they must do or learn in order to successfully complete the course.	89.1	7.7	3.2	97.0	1.5	1.5	98.5	0	1.5
34. I am interested in the occupational field I teach.	91.8	3.9	4.4	93.9	3.0	3.0	98.5	0	1.5

Table 40 continued

Responses are reported in percents. M = Missing responses.	Students N = 778			Teachers N = 66			Supervisors N = 68		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	87.5	8.2	4.2	95.5	1.5	3.0	98.5	0	1.5
36. I have a good background of occupational experience.	85.6	10.7	3.7	95.5	1.5	3.0	98.5	0	1.5
37. I work closely with students who have special needs.	79.7	16.5	3.9	93.9	4.5	1.5	98.5	0	1.5

APPENDIX E. (d)

Table 41

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(WISCONSIN)

Responses are reported in percents. M = Missing responses.	Students N = 544			Teachers N = 32			Supervisors N = 33		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	67.5	29.0	3.5	93.8	3.1	3.1	100.0	0	0
2. I treat students unfairly based on whether they are male or female.	32.4	63.8	3.9	62.5	34.4	3.1	9.1	90.9	0
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	29.0	67.3	3.7	28.1	71.9	0	45.5	54.5	0
4. I know when students do not understand something.	90.8	5.9	3.3	100.0	0	0	100.0	0	0
5. I make sure that course materials are available to students.	89.3	7.5	3.1	100.0	0	0	100.0	0	0
6. I give tests which require a student to actually perform a skill.	73.7	23.3	2.9	90.6	9.4	0	100.0	0	0
7. I praise students for good work.	75.7	21.3	2.9	96.9	0	3.1	100.0	0	0
8. I am willing to give my time to help individual students.	90.3	6.8	2.9	100.0	0	0	100.0	0	0
9. I inform students of their progress in the course.	77.4	19.5	3.1	96.9	3.1	0	100.0	0	0
10. I treat students unfairly based on what race or religion they are.	25.4	71.3	3.3	59.4	40.6	0	6.1	93.9	0

Table 41 continued

Responses are reported in percents. M = Missing responses.	Students N = 544			Teachers N = 32			Supervisors N = 33		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	93.0	4.2	2.8	100.0	0	0	100.0	0	0
12. I have the facts at my fingertips when explaining something.	88.1	9.0	2.9	96.9	3.1	0	100.0	0	0
13. I encourage students to talk about their own ideas.	70.4	26.8	2.8	93.8	6.3	0	100.0	0	0
14. I explain things clearly.	92.1	4.6	3.3	100.0	0	0	100.0	0	0
15. I provide the opportunity for students to practice new skills.	84.6	11.9	3.5	96.9	3.1	0	100.0	0	0
16. I use job-related examples when giving explanations.	81.1	16.2	2.8	93.8	6.3	0	100.0	0	0
17. I show students how to perform new skills.	86.6	10.1	3.3	93.8	6.3	0	100.0	0	0
18. I ask students to evaluate my teaching.	45.2	51.5	3.3	87.5	12.5	0	51.5	48.5	0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	18.8	77.0	4.2	28.1	71.9	0	54.5	45.5	0
20. I make students feel free to ask questions.	93.8	3.5	2.8	100.0	0	0	100.0	0	0
21. I know when students need extra help.	86.0	10.8	3.1	100.0	0	0	100.0	0	0
22. I make sure that all equipment is in working order.	87.5	9.9	2.6	100.0	0	0	100.0	0	0

Table 41 continued

Responses are reported in percents. M = Missing responses.	Students N = 544			Teachers N = 32			Supervisors N = 33		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	87.1	10.3	2.6	100.0	0	0	100.0	0	0
24. I act like I like teaching.	95.0	1.8	3.1	96.9	3.1	0	100.0	0	0
25. I suggest that students discuss test results with me.	72.1	23.9	4.0	96.9	0	3.1	87.9	12.1	0
26. I give tests that are directly related to the course content.	90.1	6.6	3.3	100.0	0	0	100.0	0	0
27. I plan instructional activities to meet individual needs of students.	73.7	22.2	4.0	100.0	0	0	100.0	0	0
28. I am unfriendly to students.	28.1	66.9	5.0	56.3	40.6	3.1	9.1	90.9	0
29. I handle course activities in an orderly way.	90.4	4.2	5.3	96.9	0	3.1	100.0	0	0
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	29.2	65.6	5.1	34.4	65.6	0	36.4	63.6	0
31. I am more concerned about having students learn than giving grades.	87.7	9.0	3.3	100.0	0	0	100.0	0	0
32. I have complete knowledge of the subject I teach.	92.5	4.0	3.5	90.6	6.3	3.1	100.0	0	0
33. I tell students what they must do or learn in order to successfully complete the course.	86.9	9.4	3.7	100.0	0	0	100.0	0	0
34. I am interested in the occupational field I teach.	91.5	5.0	3.5	96.9	3.1	0	100.0	0	0

Table 41 continued

Responses are reported in percents M = Missing responses.	Students N = 544			Teachers N = 32			Supervisors N = 33		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	85.1	11.2	3.7	100.0	0	0	100.0	0	0
36. I have a good background of occupational experience.	82.2	14.3	3.5	90.6	9.4	0	100.0	0	0
37. I work closely with students who have special needs.	80.9	15.3	3.9	96.9	3.1	0	100.0	0	0

APPENDIX F

ITEM RESPONSE FOR EVALUATION OF INSTRUCTION INSTRUMENT FOR POSTSECONDARY PERSONNEL

a) Combined Responses for Three States
   a) Kentucky
   b) Virginia
   c) Wisconsin

APPENDIX F. (a)

Table 42

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY POST SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(KENTUCKY, VIRGINIA, WISCONSIN)

Responses are reported in percents. M = Missing responses.	Students N = 3,356			Teachers N = 305			Supervisors N = 308		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	82.6	12.8	4.6	89.5	4.3	6.2	96.1	2.6	1.3
2. I treat students unfairly based on whether they are male or female.	33.0	62.9	4.1	50.2	42.0	7.9	59.4	38.6	1.9
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	29.8	65.9	4.3	51.1	46.2	2.6	57.8	36.4	5.8
4. I know when students do not understand something.	91.4	5.9	2.7	96.1	1.6	2.3	99.4	.3	.3
5. I make sure that course materials are available to students.	94.1	3.2	2.7	96.7	.3	3.0	99.0	0	1.0
6. I give tests which require a student to actually perform a skill.	80.0	16.4	3.6	89.8	6.6	3.6	96.4	2.9	.6
7. I praise students for good work.	83.2	13.7	3.1	95.7	1.6	2.6	99.4	0	.6
8. I am willing to give my time to help individual students.	94.0	3.1	2.9	96.4	1.0	2.6	99.7	0	.3
9. I inform students of their progress in the course.	85.8	11.0	3.3	95.1	1.6	3.3	99.0	0	1.0
10. I treat students unfairly based on what race or religion they are.	31.2	65.7	3.1	49.5	45.6	4.9	60.7	39.0	.3

Table 42 continued

Responses are reported in percents. M = Missing responses.	Students N = 3,356			Teachers N = 305			Supervisors N = 308		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	94.1	3.2	2.7	96.7	.7	2.6	99.0	0	1.0
12. I have the facts at my fingertips when explaining something.	90.5	6.6	2.9	95.1	1.6	3.3	99.4	.3	.3
13. I encourage students to talk about their own ideas.	85.0	12.0	3.0	93.4	3.6	3.0	96.8	2.3	1.0
14. I explain things clearly.	92.9	4.5	2.6	96.4	.3	3.3	99.7	0	.3
15. I provide the opportunity for students to practice new skills.	86.3	10.2	3.6	95.1	1.6	3.3	97.4	1.9	.6
16. I use job-related examples when giving explanations.	90.9	6.2	3.0	95.7	1.3	3.0	98.4	.6	1.0
17. I show students how to perform new skills.	87.2	9.0	3.8	94.4	2.6	3.0	97.1	1.6	1.3
18. I ask students to evaluate my teaching.	62.4	34.2	3.4	88.2	9.2	2.6	96.1	2.9	1.0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	15.6	78.7	5.8	28.2	67.9	3.9	35.7	57.1	7.1
20. I make students feel free to ask questions.	95.4	1.9	2.8	97.0	.3	2.6	98.7	0	1.3
21. I know when students need extra help.	89.9	6.7	3.4	96.4	1.0	2.6	99.4	0	.6
22. I make sure that all equipment is in working order.	83.3	12.6	4.1	91.1	4.3	4.6	96.8	1.9	1.3

Table 42 continued

Responses are reported in percents. M = Missing responses.	Students N = 3,356			Teachers N = 305			Supervisors N = 308		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	92.8	4.4	2.8	96.4	.7	3.0	99.0	0	1.0
24. I act like I like teaching.	96.0	1.3	2.7	92.5	3.6	3.9	98.7	0	1.3
25. I suggest that students discuss test results with me.	84.9	11.3	3.8	95.1	1.3	3.6	98.7	0	1.3
26. I give tests that are directly related to the course content.	94.5	2.3	3.2	95.7	.3	3.9	98.7	0	1.3
27. I plan instructional activities to meet individual needs of students.	80.1	15.7	4.2	91.5	3.6	4.9	99.0	0	1.0
28. I am unfriendly to students.	32.7	63.7	3.6	48.2	46.9	4.9	60.4	38.6	1.0
29. I handle course activities in an orderly way.	91.6	3.5	4.8	93.8	1.0	5.2	98.4	0	1.6
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	35.1	60.2	4.7	59.0	36.7	4.3	56.8	37.0	6.2
31. I am more concerned about having students learn than giving grades.	91.6	4.9	3.5	96.1	.3	3.6	99.4	0	.6
32. I have complete knowledge of the subject I teach.	95.0	2.1	2.9	91.1	4.6	4.3	98.4	0	1.6
33. I tell students what they must do or learn in order to successfully complete the course.	92.8	4.0	3.2	94.1	1.3	4.6	97.7	0	2.3
34. I am interested in the occupational field I teach.	95.2	1.5	3.3	95.1	.7	4.3	99.0	0	1.0

Table 42 continued

Responses are reported in percents. M = Missing responses.	Students N = 3,356			Teachers N = 305			Supervisors N = 308		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	89.4	6.7	3.9	93.4	2.0	4.6	97.7	0	2.3
36. I have a good background of occupational experience.	90.7	6.0	3.3	92.5	2.6	4.9	98.1	0	1.9
37. I work closely with students who have special needs.	86.4	10.0	3.5	93.4	2.0	4.6	98.1	0	1.9

APPENDIX F. (b)

Table 43

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY POST SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(KENTUCKY)

Responses are reported in percents. M = Missing responses.	Students N = 788			Teachers N = 100			Supervisors N = 105		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	78.7	15.9	5.5	80.0	10.0	10.0	91.4	5.7	2.9
2. I treat students unfairly based on whether they are male or female.	26.3	68.8	4.9	41.0	50.0	9.0	53.3	42.9	3.8
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	32.2	64.5	3.3	52.0	46.0	2.0	71.4	28.6	0
4. I know when students do not understand something.	90.0	6.9	3.2	93.0	4.0	3.0	99.0	1.0	0
5. I make sure that course materials are available to students.	94.8	2.2	3.0	96.0	1.0	3.0	98.1	0	1.9
6. I give tests which require a student to actually perform a skill.	83.1	12.8	4.1	96.0	2.0	2.0	92.4	6.7	1.0
7. I praise students for good work.	82.2	15.1	2.7	93.0	4.0	3.0	99.0	0	1.0
8. I am willing to give my time to help individual students.	93.8	3.7	2.5	96.0	1.0	3.0	100.0	0	0
9. I inform students of their progress in the course.	84.6	11.8	3.6	96.0	2.0	2.0	99.0	0	1.0
10. I treat students unfairly based on what race or religion they are.	25.8	71.7	2.5	44.0	54.0	2.0	55.2	44.8	0

Table 43 continued

Responses are reported in percents. M = Missing responses.	Students N = 788			Teachers N = 100			Supervisors N = 105		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	90.6	6.6	2.8	96.0	1.0	3.0	98.1	0	1.9
12. I have the facts at my fingertips when explaining something.	88.2	8.0	3.8	94.0	2.0	4.0	100.0	0	0
13. I encourage students to talk about their own ideas.	82.1	14.6	3.3	90.0	6.0	4.0	93.3	4.8	1.9
14. I explain things clearly.	91.0	6.0	3.0	96.0	1.0	3.0	100.0	0	0
15. I provide the opportunity for students to practice new skills.	90.5	7.0	2.5	95.0	1.0	4.0	94.3	4.8	1.0
16. I use job-related examples when giving explanations.	91.9	4.6	3.6	96.0	1.0	3.0	96.2	1.9	1.9
17. I show students how to perform new skills.	91.8	4.7	3.6	97.0	1.0	2.0	93.3	4.8	1.9
18. I ask students to evaluate my teaching.	53.0	43.5	3.4	81.0	16.0	3.0	90.5	7.6	1.9
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	20.9	74.4	4.7	37.0	60.0	3.0	48.6	47.6	3.8
20. I make students feel free to ask questions.	95.2	1.9	2.9	97.0	1.0	2.0	98.1	0	1.9
21. I know when students need extra help.	89.7	6.9	3.4	97.0	1.0	2.0	99.0	0	1.0
22. I make sure that all equipment is in working order.	89.8	7.2	2.9	94.0	4.0	2.0	96.2	1.9	1.9

Table 43 continued

Responses are reported in percents. M = Missing responses.	Students N = 788			Teachers N = 100			Supervisors N = 105		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	91.2	5.2	3.6	96.0	1.0	3.0	98.1	0	1.9
24. I act like I like teaching.	95.2	2.3	2.5	91.0	4.0	5.0	97.1	0	2.9
25. I suggest that students discuss test results with me.	80.5	15.7	3.8	94.0	2.0	4.0	97.1	0	2.9
26. I give tests that are directly related to the course content.	92.9	3.8	3.3	94.0	1.0	5.0	99.0	0	1.0
27. I plan instructional activities to meet individual needs of students.	80.3	15.4	4.3	91.0	3.0	6.0	98.1	0	1.9
28. I am unfriendly to students.	27.4	69.0	3.6	40.0	54.0	6.0	48.6	49.5	1.9
29. I handle course activities in an orderly way.	88.8	6.2	4.9	91.0	2.0	7.0	99.0	0	1.0
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	35.4	61.4	3.2	48.0	46.0	6.0	71.4	26.7	1.9
31. I am more concerned about having students learn than giving grades.	91.0	5.6	3.4	94.0	1.0	5.0	99.0	0	1.0
32. I have complete knowledge of the subject I teach.	93.8	3.6	2.7	89.0	6.0	5.0	96.2	0	3.8
33. I tell students what they must do or learn in order to successfully complete the course.	92.4	4.4	3.2	92.0	2.0	6.0	95.2	0	4.8
34. I am interested in the occupational field I teach.	95.2	1.4	3.4	95.0	1.0	4.0	98.1	0	1.9

Table 43 continued

Responses are reported in percents. M = Missing responses.	Students N = 788			Teachers N = 100			Supervisors N = 105		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	88.2	7.6	4.2	92.0	2.0	6.0	95.2	0	4.8
36. I have a good background of occupational experience.	90.9	6.0	3.2	92.0	2.0	6.0	95.2	0	4.8
37. I work closely with students who have special needs.	85.4	11.5	3.0	94.0	1.0	5.0	95.2	0	4.8

APPENDIX F. (c)

Table 44

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY POST SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(VIRGINIA)

Responses are reported in percents. M = Missing responses.	Students N = 879			Teachers N = 77			Supervisors N = 60		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	84.3	10.1	5.6	93.5	0	6.5	100.0	0	0
2. I treat students unfairly based on whether they are male or female.	31.7	63.4	4.9	45.5	41.6	13.0	48.3	50.0	1.7
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	27.3	65.8	6.9	41.6	54.5	3.9	23.3	61.7	15.0
4. I know when students do not understand something.	89.9	6.4	3.8	96.1	0	3.9	100.0	0	0
5. I make sure that course materials are available to students.	92.5	3.6	3.9	94.8	0	5.2	100.0	0	0
6. I give tests which require a student to actually perform a skill.	76.5	19.0	4.6	77.9	15.6	6.5	100.0	0	0
7. I praise students for good work.	81.2	14.7	4.1	93.5	1.3	5.2	100.0	0	0
8. I am willing to give my time to help individual students.	92.5	3.6	3.9	94.8	0	5.2	100.0	0	0
9. I inform students of their progress in the course.	85.3	10.4	4.3	93.5	1.3	5.2	98.3	0	1.7
10. I treat students unfairly based on what race or religion they are.	30.4	65.6	4.0	41.6	46.8	11.7	45.0	55.0	0

Table 44 continued

Responses are reported in percents. M = Missing Responses.	Students N = 879			Teachers N = 77			Supervisors N = 60		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	93.4	2.5	4.1	94.8	0	5.2	100.0	0	0
12. I have the facts at my fingertips when explaining something.	90.1	5.9	4.0	93.5	1.3	5.2	100.0	0	0
13. I encourage students to talk about their own ideas.	84.1	11.7	4.2	90.9	3.9	5.2	100.0	0	0
14. I explain things clearly.	91.8	4.3	3.9	93.5	0	6.5	100.0	0	0
15. I provide the opportunity for students to practice new skills.	82.1	12.7	5.1	88.3	5.2	6.5	100.0	0	0
16. I use job-related examples when giving explanations.	89.5	6.5	4.0	94.8	0	5.2	100.0	0	0
17. I show students how to perform new skills.	84.4	10.5	5.1	87.0	7.8	5.2	100.0	0	0
18. I ask students to evaluate my teaching.	68.8	26.8	4.3	89.6	5.2	5.2	100.0	0	0
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	14.9	76.6	8.5	20.8	72.7	6.5	13.3	71.7	15.0
20. I make students feel free to ask questions.	93.4	2.6	4.0	94.8	0	5.2	98.3	0	1.7
21. I know when students need extra help.	87.9	7.8	4.2	93.5	1.3	5.2	100.0	0	0
22. I make sure that all equipment is in working order.	81.8	13.2	5.0	89.6	3.9	6.5	96.7	3.3	0

Table 44 continued

Responses are reported in percents. M = Missing responses.	Students N = 879			Teachers N = 77			Supervisors N = 60		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	92.2	3.9	4.0	93.5	1.3	5.2	100.0	0	0
24. I act like I like teaching.	94.0	1.5	4.6	88.3	5.2	6.5	100.0	0	0
25. I suggest that students discuss test results with me.	85.1	9.1	5.8	92.2	2.6	5.2	100.0	0	0
26. I give tests that are directly related to the course content.	92.9	1.9	5.1	94.8	0	5.2	100.0	0	0
27. I plan instructional activities to meet individual needs of students.	78.4	15.4	6.3	85.7	6.5	7.8	100.0	0	0
28. I am unfriendly to students.	28.7	66.2	5.1	41.6	51.9	6.5	53.3	46.7	0
29. I handle course activities in an orderly way.	90.4	2.6	6.9	93.5	1.3	5.2	100.0	0	0
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	31.4	60.5	8.1	49.4	46.8	3.9	28.3	56.7	15.0
31. I am more concerned about having students learn than giving grades.	90.2	4.7	5.1	94.8	0	5.2	100.0	0	0
32. I have complete knowledge of the subject I teach.	93.2	1.7	5.1	89.6	3.9	6.5	100.00	0	0
33. I tell students what they must do or learn in order to successfully complete the course.	91.8	2.7	5.5	90.9	1.3	7.8	98.3	0	1.7
34. I am interested in the occupational field I teach.	93.5	1.3	5.2	92.2	0	7.8	100.0	0	0

Table 44 continued

Responses are reported in percents. M = Missing responses.	Students N = 879			Teachers N = 77			Supervisors N = 60		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	88.3	5.9	5.8	93.5	0	6.5	100.0	0	0
36. I have a good background of occupational experience.	90.1	4.9	5.0	90.9	2.6	6.5	100.0	0	0
37. I work closely with students who have special needs.	85.0	9.9	5.1	90.9	1.3	7.8	100.0	0	0

APPENDIX F. (d)

Table 45

IMPORTANCE OF EACH ITEM FOR EFFECTIVE TEACHING AS PERCEIVED BY POST SECONDARY STUDENTS, TEACHERS, AND SUPERVISORS

(WISCONSIN)

Responses are reported in percents. M = Missing responses.	Students N = 1,689			Teachers N = 128			Supervisors N = 143		
	Yes	No	M	Yes	No	M	Yes	No	M
1. I encourage class discussion.	83.5	12.8	3.7	94.5	2.3	3.1	97.9	1.4	.7
2. I treat students unfairly based on whether they are male or female.	36.8	59.9	3.3	60.2	35.9	3.9	68.5	30.8	.7
3. I discuss vocational student organizations (example: VICA, DECA, OEA) in class.	30.0	66.6	3.4	56.3	41.4	2.3	62.2	31.5	6.3
4. I know when students do not understand something.	92.8	5.2	2.0	98.4	.8	.8	99.3	0	.7
5. I make sure that course materials are available to students.	94.6	3.5	1.9	98.4	0	1.6	99.3	0	.7
6. I give tests which require a student to actually perform a skill.	80.4	16.7	2.9	92.2	4.7	3.1	97.9	1.4	.7
7. I praise students for good work.	84.7	12.6	2.7	99.2	0	.8	99.3	0	.7
8. I am willing to give my time to help individual students.	94.8	2.5	2.7	97.7	1.6	.8	99.3	0	.7
9. I inform students of their progress in the course.	86.5	10.9	2.6	95.3	1.6	3.1	99.3	0	.7
10. I treat students unfairly based on what race or religion they are.	34.2	63.0	2.8	58.6	38.3	3.1	71.3	28.0	.7

Table 45 continued

Responses are reported in percents. M = Missing responses.	Students N = 1,689			Teachers N = 128			Supervisors N = 143		
	Yes	No	M	Yes	No	M	Yes	No	M
11. I am prepared for each day's class session.	96.1	2.1	1.8	98.4	.8	.8	99.3	0	.7
12. I have the facts at my fingertips when explaining something.	91.8	6.2	2.0	96.9	1.6	1.6	98.6	.7	.7
13. I encourage students to talk about their own ideas.	86.8	11.0	2.2	97.7	1.6	.8	97.9	1.4	.7
14. I explain things clearly.	94.4	3.9	1.7	98.4	0	1.6	99.3	0	.7
15. I provide the opportunity for students to practice new skills.	86.4	10.3	3.3	99.2	0	.8	98.6	.7	.7
16. I use job-related examples when giving explanations.	91.1	6.7	2.2	96.1	2.3	1.6	99.3	0	.7
17. I show students how to perform new skills.	86.5	10.2	3.3	96.9	.8	2.3	98.6	0	1.4
18. I ask students to evaluate my teaching.	63.4	33.6	3.0	93.0	6.3	.8	98.6	.7	.7
19. I use competitive events or skill olympics (as in VICA, DECA or FFA) to evaluate student skill performance.	13.4	81.8	4.8	25.8	71.1	3.1	35.7	58.0	6.3
20. I make students feel free to ask questions.	96.4	1.5	2.1	98.4	0	1.6	99.3	0	.7
21. I know when students need extra help.	91.0	6.0	3.0	97.7	.8	1.6	99.3	0	.7
22. I make sure that all equipment is in working order.	81.1	14.9	4.1	89.8	4.7	5.5	97.2	1.4	1.4

Table 45 continued

Responses are reported in percents. M = Missing respones.	Students N = 1,689			Teachers N = 128			Supervisors N = 143		
	Yes	No	M	Yes	No	M	Yes	No	M
23. I give assignments that help students learn course content.	93.9	4.2	1.9	98.4	0	1.6	99.3	0	.7
24. I act like I like teaching.	97.4	.8	1.8	96.1	2.3	1.6	99.3	0	.7
25. I suggest that students discuss test results with me.	86.9	10.4	2.7	97.7	0	2.3	99.3	0	.7
26. I give tests that are directly related to the course content.	96.0	1.8	2.2	97.7	0	2.3	97.9	0	2.1
27. I plan instructional activities to meet individual needs of students.	80.9	16.0	3.1	95.3	2.3	2.3	99.3	0	.7
28. I am unfriendly to students.	37.2	59.9	2.9	58.6	38.3	3.1	72.0	27.3	.7
29. I handle course activities in an orderly way.	93.5	2.8	3.7	96.1	0	3.9	97.2	0	2.8
30. I encourage students to participate in student organizations (example: VICA, DECA, or FHA).	36.9	59.5	3.6	73.4	23.4	3.1	58.0	36.4	5.6
31. I am more concerned about having students learn than giving grades.	92.7	4.7	2.7	98.4	0	1.6	99.3	0	.7
32. I have complete knowledge of the subject I teach.	96.6	1.5	1.9	93.8	3.9	2.3	99.3	0	.7
33. I tell students what they must do or learn in order to successfully complete the course.	93.5	4.4	2.1	97.7	.8	1.6	99.3	0	.7
34. I am interested in the occupational field I teach.	96.1	1.6	2.3	96.9	.8	2.3	99.3	0	.7

Table 45 continued

Responses are reported in percents M = Missing responses.	Students N = 1,689			Teachers N = 128			Supervisors N = 143		
	Yes	No	M	Yes	No	M	Yes	No	M
35. I am sincerely concerned about each student.	90.5	6.7	2.8	94.5	3.1	2.3	98.6	0	1.4
36. I have a good background of occupational experience.	90.9	6.6	2.5	93.8	3.1	3.1	99.3	0	.7
37. I work closely with students who have special needs.	87.7	9.4	3.0	94.5	3.1	2.3	99.3	0	.7